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ABSTRACT

This collection of materials was developed for use in an administration training course for directors of preschools and day care centers. Section 1 contains a set of day care goals for young children; Section 2 includes various announcements, forms, and questionnaires used in the course; and Section 3 contains both federal and state (Michigan) licensing standards. Other sections include materials on topics such as: record keeping, financial policy, physical facilities, play activities, evaluation techniques, parent participation, and food and nutrition. (CS)

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PRESCHOOL AND CHILD CARE ADMINISTRATION

Course Materials

Compiled by

Pearl G. Axelrod, A.C.S.W.

Special Assistant to the Dean

PS 00 7630

January 1974
Revised September 1974
Program in Early Childhood Education
School of Education, The University of Michigan
Ann Arbor, Michigan 48104

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INTRODUCTION

Beginning in 1971 an annual training course in Preschool and Child Care Administration has been given by The University of Michigan School of Education, in cooperation with the Extension Service. The students are usually practicing directors of day care centers and they come to the campus for a whole-day session each week for five weeks.

This kit of materials was developed as a resource for this course. As such it may be helpful to teachers, students and consultants in the field of day care administration, and to the directors of centers.

Section II contains the announcements, forms and questionnaires used in the course. The results of the questionnaires on center sizes, fees and financial problems provides a small sample of some administrative concerns of these directors.

The materials in all other sections relate to course content. They are not meant to be comprehensive on any subject. Included are materials prepared by the faculty for distribution to students and some helpful summaries that came out of small group discussions. We have also noted inexpensive publications on each subject, many of which were also distributed.

The participants who prepared and contributed the handouts are noted. To them, as well as to two colleagues who were most helpful in gathering this material, Dr. Natalie Trager and Marian Johns, goes our appreciation. Professor Jane Schwertfeger was also most helpful as consultant. Special thanks go to Luella Gregory and Linda Freed for their secretarial assistance.

Pearl Axelrod
January 1974

Section I -- Goals of Day Care. The Director's Role.

This section contains a set of goals of day care for young children, developed in a class discussion. In addition there is a more comprehensive statement of the purposes of day care by Dr. Dan H. Cooper, Professor of Educational Administration, School of Education, University of Michigan, who served on the course faculty. A good director sets goals in concert with parents and staff. While goals are generally set in terms of children's needs, the director must also consider the needs of parents, staff, the community and keeping the center a viable enterprise. The discussion of goals led to a listing of tasks for the director, which was compiled by the class.

There follows a sensitive paper written by Sister Mary Alice Dalton, one of our students, on her role conflicts as a director/teacher. A discussion led by a director, Deloris Tillman-Seaton on policies in her center, is included.

Additional Materials

Day Care

#1	A Statement of Principles	U. S. Department of Health Education and Welfare Office of Child Development	30¢

Section I -- CONTENTS

1. Day Care Goals for Young Children 5

2. Role of the Director 7

3. Role Conflict as Director/Teacher 7a

4. A Discussion with a Director 8

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Class Discussion -- Preschool and Child Care Administration - 1972

Day Care Goals for Young Children

Meeting Physical Needs

- -large muscle activity-equipment
- -calisthenics for large and small motor activity (free movement)
- -well balanced meals
- -healthy atmosphere
- -teach good health habits-cleanliness
- -preventive and corrective dental and medical care (e.g. vision and hearing tests)
- -balanced day of activity
- -safe environment

Meeting Emotional Needs

- -peer modeling-well planned games
- -trained staff to recognize children's individual needs
- -need for love, friendliness and warmth
- -help child feel good about himself
- -recognition of more serious emotional problems
- -ethnic equipment and appropriate models
- -treatment of child as individual
- -need to trust adults
- -need to be curious
- -need for physical contact
- -need for firmness
- -light structure and guidance
- -need to establish common ground

Aiding in Readiness for School

- -sharing and cooperation
- -teaching responsibility and independence
- -mastery of tasks
- -language development and learning proper word concepts
- -self expression other than language
- -encourage creativity, stimulating atmosphere
- -cooperation between school and home
- -chance to plan for self
- -following directions

Letting Kids be Kids

- -freedom to choose and explore
- -minimum structure and rules
- -freedom to cry, shout-express moods
- -opportunity for energy release

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GOALS AND OBJECTIVES OF DAY CARE

Professor Dan H. Cooper
Educational Administration
School of Education
University of Michigan
March 1973

ULTIMATE GOALS OF DAY CARE

1. Income---Director and Parents
2. "Care" -- (while parents otherwise occupied)
3. "I.Q." development, intellectual background -- enrichment, concept building, verbalization
4. Academic development -- pre-reading, writing, arithmetic
5. Social development -- getting along with other children
6. Physical development -- exercise, nutrition, safety, disease protection
7. Personality development -- happiness, enthusiasm initative, eagerness to learn
8. Moral development

ELABORATION OF THE GOALS FOR "CARE" (#2 above)

1. Physical safety -- falls, sharp objects, poisons, obstructions, fire
2. Emotional safety -- persistent fear, destructive self-image, poor behavior models
3. Physical well-being -- balance of activity and rest, nutrition, diagnosis and communication to parents regarding dental and medical needs
4. Emotional well-being -- love, friendliness, warmth, acceptance, success coping with problems
5. Development -- is inevitable, but can be kept within narrow bounds, or broadened; can have unexamined goals or clear goals. See first-level, second-level, and third-level development goals.

ELABORATION OF THE GOALS FOR "SOCIAL DEVELOPMENT" (#5 above)
PURPOSES FOR PEERS

1. Can function properly with equals
2. Can function properly with larger peers
3. Can function properly with smaller peers
4. Can function properly with opposite sex peers
5. Can function properly with aggressive peers
6. Can function properly with non-aggressive peers
7. Can function properly with ethnically different peers
8. Can function properly with handicapped peers
9. With each of the peer groups, can
   (a) enter into and stay in communication
   (b) treat each peer with kindness, respect
   (c) work towards kindly, respectful treatment from each peer
   (d) direct the relationahip to desirable ends a task, play, rest, talk

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Role of the Director

(Prepared by class -- Preschool and Child Care Administration March 1973)

Prepare budget-financial reports
Write proposals/negotiate contracts
Purchasing agent/food buyer
Handle tuition
Fund raiser

Personnel director
Staff trainer/organizer
Program planner with staff
Consultant -- staff
Evaluate staff -- conduct staff meetings
Determine philosophy of center
Set tone for program
Scheduler and co-ordinator
Policy and decision maker

Understand and relate to children
Recruit children
Problem solver -- including discipline

Knowledgeable about community resources
Interpret program to community -- handle public relations
Possible consultant to community
Organize parent involvement program
Interpret program to parents
Consultant to parents
Establish health program
Record keeper: attendance/inventory/health/accidents

Current Conflicts

Role conflict as Director/Teacher

I currently function (or mal-function!) as administrator, program director, head teacher, director of staff training, maintenance supervisor, and purchaser. The different tasks often clamor not merely for equal time but also for simultaneous attention. The usual daily events sometimes leave me with a sense of frustration and inadequacy.

In the practical realm, I have recently managed to work myself out of some of the accounting and most of the purchasing; I have encouraged the professional development of our young staff of paraprofessionals by providing tuition, transportation and study materials for one class per staff member per year in a subject related to child care, as well as paying for professional memberships and workshops when possible. I spend some small amount of time looking for new sources of income for the Center, so that I can hire someone interested in part time administration.

Personally, I prioritize daily, and delegate what I can. And I look hard at the children, their needs and gifts, the best and the worst that can and does happen to them while they are in our care, and know that they are safe, happy learning and loved much -- all of which helps me to be patient with things as they are while working towards the better.

Perhaps my greatest strength is that I love what I am doing, working with small children and with others who love them, too. I enjoy the small rewards of smiles, and hugs, and confidences, and the thanks of growth. I believe these children are worth everything I have to give.

Sometimes I find that I can't be sufficiently organized and human too, so I opt for being human. I could become quite inpatient while working at one project at a time when there are many to be done -- and sometimes I do. These are the time I go back to take a fresh look at what and why and who and how, only to become more convinced of the worth of it all.

Sister Mary Alice Dalton
Director -- St. Benedict the Moor
Day Care Center
Detroit, Michigan
March 1973

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A CONVERSATION WITH A DIRECTOR

Setting Policies: Mrs. Tillman-Seaton, Director
Church of the Messiah Day Care Center
Detroit, Michigan

Q: What about the problem of collection of tuition daily where children come part-time?
A: Try giving receipts only once a week

Q: Who should be involved in purchasing food?
A: I do all buying, as director. I purchase from firms that deal with institutions and with the Eastern Market. All buying is done once a month except for vegetables.

Q: How do you supplement the payment of parents who can pay very little?
A: By counting as a contribution all of the donations plus the in-kind help we get. Be sure to count such help as:
1. free rent
2. donated equipment
3. volunteer aides
4. parent aides

Q: How many members on the board?
A: There are six on ours including me as director.

Q: What responsibilities should the board have?
A:
1. fund raising
2. contracts
3. mediator in disputes--problem solvers
4. proposals
5. personnel policies (developed with help of director)

Q: What are some starting tips?
A: I got myself a bookkeeper, a secretary and a cook right away. All started as volunteers or part-time. Now both secretary and bookkeeper are aides who work with the children when other tasks are not pressing. The cook works five hours.

Q: What kind of holidays or sick leave do you have?
A: There are two weeks vacation--not consecutive unless there is sufficient notice. Since summer is light no substitutes are generally needed. There are seven legal holidays and one floating holiday (day after Thanksgiving). There are no sick days. However, when a person is sick she is generally paid for the day.

Q: Is it necessary to have job descriptions for all employees?
A: Yes. It helps clear communication. Descriptions should be written and easily available.

continued

Setting Policies -- (cont'd)

Q: Should staff be included in policy decisions?
A: Staff members should be included in discussion of policy where possible. Policies should be written down.

Q: When do you fire an employee?
A: When he is not performing according to the job description. The director has to be a bad guy and fire someone who is not doing a good job so that you can have a good center.

Section II -- Administrative Forms; Response to Questionnaire; Course Syllabus; Problem Inventory

This section may be useful for those planning to give similar courses. Included are: notices of the course; questionnaires used to gather information about the directors and their centers; the response to one questionnaire on the centers; the course outline and an evaluation form. There is also included a list of the principal problems presented for discussion by the students in the 1971 and 1973 sessions.

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1. ANNOUNCEMENT OF A COURSE IN PRESCHOOL AND CHILD CARE ADMINISTRATION

B420
April, 1972

The School of Education, University of Michigan announces an Extension Course, Preschool and Child Care Administration, to be given in Ann Arbor on five Fridays, May 19, 26, June 2, 9, and 16. The course will be given each Friday from 9:00 a.m. to 4:00 p.m. and will carry two credit hours. On June 9, there will be a special luncheon at which Dean Wilbur J. Cohen will speak on "Legislation for Developmental Child Care."

While this course is aimed at those persons directing operations and/or programs at full day care centers, it will also be open on a limited basis to potential directors. The course will relate to the problem areas that you, as day care directors are facing. Here are some of the questions that we will be helping you answer:

1. What can you learn about budgeting, contracts and buying that will make the job easier?
2. What records must you keep to satisfy government regulations about day care centers?
3. What are the sources of money for day care?
4. What kinds of staff do you need? How do you choose them and keep them?
5. What are the elements of a basic educational program to meet the needs of young children?
6. How can the day care center contribute to good health and nutrition?
7. What kind of community resources are available to the day care center?
8. How do you work with a Board?
9. How do you involve parents in the life of a center?
10. What are the implications of pending day care legislation?

Both graduate or undergraduate credit will be given. There will be some required assignments. Tuition cost is $64. If a grant proposal now in process is awarded, tuition costs for all class members will be paid by the Michigan Department of Social Services. You will be informed of this at a later time.

If you would like to take this course please fill out and return the attached form; it is to help us plan the course. If you need further information, contact Pearl Axelrod or Natalie Trager at Room 2404, School of Education, University of Michigan, Ann Arbor, Michigan 48104, telephone 764-7543.

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2. APPLICATION FORM
PRESCHOOL AND CHILD CARE ADMINISTRATION

Name (Please Print) _____ Telephone No. (Area) _____ Soc. Sec. No. _____

Address: _____
Street City State Zip

Day Care Center you are now associated with:

NAME: _____ Telephone No. _____
(Please Print)

Address: _____
Street City State Zip

Information about your Center:

	Yes	No
Is this center a non-profit organization?		

Is this center public, private? (underline one)
How many children are served?
Full-time _____ Part-time _____

	Yes	No
Do you have a sliding scale of fees?		

How many children's fees in your center are paid partially or wholly by the Department of Social Services? _____

Which of these areas are problems in your center? (Check as many boxes as apply)

Funding and budgeting	☐	Programming	☐
Staff recruiting and training	☐	Efficient management	☐
Relations with Parents	☐	Relations with Board	☐
Relations with the Community	☐		

Information about you:

What is your title in this center _____

Please check your highest educational level:

		major	#credits
High School Graduate or Equivalency	☐		
Some college work	☐		
Associate Degree	☐		
Bachelor's Degree	☐		
Graduate Degree	☐		

	Yes	No
Have you had courses in early childhood education?		

If so, how many? (circle one) 1-2-3-4-5-more than 5

What is your length of experience in day care or a related field?

_____ # months _____ # years

What is your length of experience as Director of Assistant Director in day care?

_____ # months _____ # years

Please read the following before signing this application.

I plan to attend. I need, do not need, (underline one) financial assistance.

Signature _____

Date _____

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3. QUESTIONNAIRE ON CENTER

March, 1973

QUESTIONNAIRE - B420 - PRESCHOOL AND CHILD CARE ADMINISTRATION

I. Some information about your day care center:

A. What type of license do you now hold?
____Regular
____Provisional

B. Are you certified as meeting:
____The Federal Interagency Standards for day care?
____The State Standards for day care?

C. What is your licensed capacity?
____

D. What is your current enrollment?____
____Full-time
____Part-time
What is your average daily attendance?____

E. For what age group do you provide services?
____Under 2 1/2 years
____2 1/2 to 3 1/2 years
____3 1/2 to 5 1/2 years
____Over 5 1/2 years

F. What are your usual hours of operation?
____Opening time
____Closing time

G. Number of days open per week?_____
Number of months open per year?_____

H. Do you ever provide:
____Night care
____Twenty-four hour care
____Weekend care
____Holiday care

II. Provide a copy of your budget for 1972-73. If available give actual and estimated costs. You may use attached budget format.

III. Sources of Funds. Check those which apply to your center.

A. Fees
____Department of Social Services
____Parents
____Scholarships
____Churches
____Unions
____Donations

B. Subsidies
____Federal government
____State government
____Local government

C. Donations
____Church
____Foundations
____Fund raising drives
____United Community Fund
____Unions
____Other

IV. Fee Schedules and Assessment:

A. As part of your fee schedule do you have different rates for part-time, full-time, and drop in children?
____yes
____no

B. Indicate your weekly rates for:
____Half day
____Full day
____Other

C. Indicate your daily rate for:
____Half Day
____Full day
____Other

D. Do you currently charge for days when a student is absent?
____Yes
____No

If yes, is there a cut off point for number of days charged for:
____Yes ____No

If there is a cut off point, what are the number of days?
____

E. What percentage of your total enrollment must be present in a thirty day period for you to meet your minimum operational expenses?
e.g. 70%, 80%, 90% . . .
____Show round figures only

F. Do you have a sliding scale of fees?
____Yes
____No
If yes, describe how it accounts for siblings, ability to pay, part-time care vs. full-time, etc. If possible, please enclose a copy.

V. Is money a problem in your center?
____Yes
____No
If yes, use the remaining space to describe your financial status.

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4. RESPONSE TO QUESTIONNAIRE
Preschool and Child Care Administration
B420 March, 1973

22 Centers Responding

Type of License now held		Age Group Served	
Regular	17	2 1/2 to 5	2
Provisional	2	2 1/2 to 5 1/2	5
Does not apply	2	2 1/2 to over 5 1/2	8
No response	1	Under 2 1/2 to 5 1/2	4
		Under 2 1/2 to over 5 1/2	3

Certificate	
Federal Interagency Standards	11
State Standards for Day Care only	9
Does not apply	2

Licensed Capacity	Current Enrollment	Full Time	Part Time	Average Daily Attendance
40	28	16	12	20
25	24			20
60	60	52	16	54
45	40	40		40
107	127	42	85	78
18	18	17	2	10
30	30	30		
100	104	86	22	85
*450	464	389	75	
*450	464	289	75	
*450	464	289	75	
*450	464	289	75	
120	120	120		101
56	73			38
35	75			35
45	45	45		35-40
20	25	15	10	17
19	10	2	8	5
60	20		20	20
drop-in center			350	45 a.m. 20 p.m.

*12 buildings with 20 classes

Usual Hours of Operation	
6 or 6:30 a.m. to 6:00 p.m.	8
9 to 11:15 a.m.	1
7 or 7:30 to 5:30 or 6 p.m.	8
7:30 or 8 to 4:00	2
6:30 a.m. to 11:00 p.m.	1
8:45-11:45 and 12:45-3:45	1
Home care, 24 hours where needed	1

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RESPONSE TO QUESTIONNAIRE
Preschool and Child Care Administration
B420, March 1973

Number of Days Open Per Week

7 days	1
5 days	20
2 days	1

Number of Months Per year

9 months	1
12 months	21

Extended Care

None	11
Some holidays	7
Some nights	1
Some week-ends	2
Nights, 24 hour, week-ends and holidays	1 (home care)

Sources of Funds

Parents and fund raising drives only	5
D.S.S. and parents only	3
D.S.S., parents, Model Cities and Head Start	5
Head Start and Federal Government only	1

D.S.S., Parents, and:

Scholarships	Federal Gov't	State Gov't	Local Gov't	Church	Foundations	Fund Drives	United Community Fund	Other
*	*			*		*		
	*	*						
	*						*	*
	*							
	*	*	*	*	*	*		*
	*	*		*		*		

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RESPONSE TO QUESTIONNAIRE
Preschool and Child Care Administration
B420, March 1973

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Fee schedule and assessment:

Weekly Rate		Daily Rate	
Half-day	Full-day	Half-day	Full-day
20.00	30.00	6.00	7.00
	30.00		6.00
15.00	25.00	3.00	6.00
8.50			
15.00	25.00	3.00	5.00
15.00	30.00	3.00	6.00
20.00	30.00	4.00	6.00
	22.50		4.50
19.00	26.00		5.25
14.25	28.50	2.85	5.70
14.15	28.50	2.85	5.70
14.15	28.50	2.85	5.70
14.25	28.50	2.85	5.70
	30.00 (sliding scale-min. 6.50)		6.00 min. 1.30
	30.00	3.50	7.00
	30.00	3.75	6.50
12.50	25.00	2.50	5.00
7.50-10.00	15.00-20.00	1.50 (or more if not D.S.S.)	3.00

SUMMARY

Weekly rates for 5 half-days
7.50 to 15.00 per week

Weekly rates for 5 full-days
15.00 to 30.00
(sliding scale goes lower)

Daily Rates

Half-day $1.50 to $6.00 per day

Full-day $3.00 to $7.00 per day

Do you currently charge for days when students are absent?

4 No
6 Yes, with no cut-off point
11 Yes, cut-off point from 1 day to 2 weeks (generally 3 days)
1 Yes, cut-off point one month

What percentage of your total enrollment must be present in a 30 day period to meet your minimum operating expenses:

No response 12
50% - 1 70% - 2 75% - 1 80% - 3 90% - 1 100% - 1

Do you have a sliding scale of fees?

11 Yes (4 for Model Cities children only)
7 No

Is money a problem in your center?

16 Yes
6 No

RESPONSE TO QUESTIONNAIRE
Preschool and Child Care Administration
B420, March 1973

Selected Comments

"We have just opened and enrollment is not up to full"

"$5,000 short for this year"

". . .everything has been borrowed--resulting in tremendous bank notes to be met each month . . . the actual business itself is doing very well at this point, being only 1 1/2 years old, but the initial overload of expenses consumes everything that might be considered a profit, and more."

"Money is not a problem in the sense that we are concerned as to whether we can stay open or not, but is is always a problem in that we want very much to increase salaries and hourly rates and to provide more and better equipment."

"We do not have enough to provide the quality Child Development Program which we feel children should have."

"Our biggest problem at the moment is that we have a lot of our money outstanding (accounts receivable) mostly due to late payments on ADC . . . very expensive building . . . maintenance high."

"The minimal fees that are charged do not permit an adequate salary."

"Would like a grant for an outside fire exit in order to increase license capacity."

" . . . a new center and not yet financially secure."

"Because of the lack of a certified director, the center is not operating at capacity. This will be the first step in alleviating one aspect of the problem. The church has been supporting the center through its monies."

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5. PRESCHOOL AND CHILD CARE ADMINISTRATION

Syllabus -- B420 -- Winter 1973

PHILOSOPHY

The goal of healthy development of the young child will be facilitated by an efficient and meaningful administration of the center where he spends the majority of his waking hours. Such an administration includes an informed director, a trained or learning staff, parents who are part of the program and a supporting community. It is the director's job to work toward these goals. This course may show how.

GOALS

1. To provide specific facts about the day-to-day operation of child care centers, with reference to financing, accounting, fees and contracts, insurance and licensing requirements, equipment, environment and other "house-keeping" matters.

2. To provide information on the use of space and program development to meet the needs of young children. Sessions will be structured so that usually an academic person and a practitioner are teamed to present both theory and practice.

3. To provide a forum for discussion of problem areas in center day care and an opportunity for problem solving by the use of small groups.

All meetings in room 1322, School of Education Building

Session 1: Wednesday, March 14, 1973, 8:45-11:45 a.m.

INTRODUCTION TO COURSE

Registration

Introduction of class members and description of Centers

Purposes and Goals of Day Care

Small group discussions:
Topic: Common problems for administrators

Profile of a Director

Staff: Pearl Axelrod, Dan Cooper

Session 2: Wednesday March 14, 1973, 1:00-4:00 p.m.

INCOME AND EXPENDITURES

Funding - accounting - costs

Small group discussions - select one
Topics:
1. Accounting and bookkeeping
2. Costs
3. Purchasing

Break

Small group discussions - select one:
Topics:
1. Accounting and bookkeeping
2. Government funding sources - Writing proposals
3. A banker's evaluation of a day care loan request (Loans and credits)

Staff: Russ Wilson

Small Group Leaders: Pearl Axelrod
Dan Cooper
Thomas Johnson
Pat Lampros
Robert Lepsig
Don Weatherspoon

Session 3: Wednesday, March 21, 1973, 8:45-11:45 a.m.

THE BUSINESS CYCLE - STEPS IN A FINANCIAL PROGRAM

Practical application of business practices

Small group discussions - select one:
1. Budget building and management
2. Reporting and record-keeping
3. Insurance (liability, accident protection for children, theft, fringe benefits)

Session 3 continued

Break

Small group discussions - select one

1. Budget building and management
2. Reporting and record-keeping
3. Problems facing the small business

Staff: Dan Cooper

Small group leaders: Russell R. Eavey
James Hunt
James Mitcham
Don Weatherspoon

Session 4: Wednesday, March 21, 1973, 1:00 - 4:00 p.m.

OPENING A DAY CARE CENTER AND KEEPING IT OPEN

Government - Licensing and Standards
Role of the State Consultant

Setting Policy - Working with Boards

Break

Small Group discussions - select one:

1. Problems in licensing
2. The director and the board
3. Let's compare policies

Reports from small groups

Staff: Shirley Daly, George Mills

Small group leader: Deloris Tillman-Seaton

Session 5: Wednesday, March 28, 1973, 8:45-11:45 a.m.

PROGRAM, CURRICULUM, EQUIPMENT

"The Creative Curriculum: One 'Model' or 'Smorgasborg"

Break

Small group discussions - select one:

1. Planning your program
2. Choosing and using indoor equipment
3. Use of outdoor space and equipment

Report from small groups

Staff: Jane Schwertfeger

Small group leaders: Barbara Banet
Marian Johns
Thelma Valenstein

Session 6: Wednesday, March 28, 1973, 1:00-4:00 p.m.

STAFF TRAINING

Training Your Staff - A Demonstration
Topic: Discipline

Break

Small group discussions - select one:

1. Meeting individual needs of children
2. Staff training
3. Multi-ethnic approaches
4. The handicapped child in the classroom

Reports from small groups

Staff: Evelyn Linden

Small group leaders: Sandra Berman
Carol Millson
Brenda Taylor

Session 7: Wednesday, April 4, 1973, 8:45-11:45 a.m.

SELECTING AND KEEPING STAFF

A group experience covering morale and staff conflict, productivity and incentive, work assignments, para-professionals and professionals.

Staff: Dorothy Kispert
Curtis Van Voorhees

Session 8: Wednesday, April 4, 1973, 1:00-4:00 p.m.

PARENT INVOLVEMENT

Parent Involvement: Philosophy and Research Findings

Break

Small group discussions -- select one:

1. Problems of the working parent
2. Use of the social worker with parents
3. Parents as board members

Staff: C. C. Dumbrigue, Dorothy Kispert

Small group leader: Teressa McAdoo

Session 9: Wednesday, April 11, 1973, 8:45-11:45 a.m.

HEALTH AND NUTRITION

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The group will divide into two sections:

1. "Goals for a health program; health practices and education"
2. "Nutrition needs; role of the cook; food and learning"

Each section will participate in both of these topics at one time or the other.

Staff: Mark Hildebrandt
Frances Larkin
Emmy Lou Smith

Session 10: Wednesday, April 11, 1973, 1:00-4:00 p.m.

Content to be determined by class members

Possible topics: Community Relationships and resources
Recruitment of children
Use of volunteers

6. Assignments

1. The original package of materials you received listed your first assignment, due March 21. You are to provide a budget for your Center for fiscal year 1973-74. You may use the sample format or one of your own. If you are not part of a center, you may prepare a budget for any agency with which you have contact.

2. During the remaining four weeks there will be 19 small discussion groups, as listed in your syllabus. You are to choose 1 group to which you will become a supplementary resource person, along with the leader. You may present a brief report to the group or submit a written report. You should examine the resources on that problem and present these and your ideas on the subject that would be helpful to group members. Reference books on most of the subjects will be available in the Media Center, room 3014, hours 8:00-6:00, Saturday, 9:00-12:00. Sign up for the group of your choice today. Let us cover all the groups before we assign two persons to a group.

3. Present and discuss a problem in the administration of day care, if possible from your own experience. If you have solved it describe the process and the resources that helped you do so. If you have not solved it describe your attempt and your next steps. If the content of this course affected your problem solving in any way please indicate how. Due April 11. - At least 300 words.

00030

7. Films Shown

The following movies will be shown during the lunch hour, in room 2224, on the second floor. You are invited to view the ones that interest you while you have your lunch.

March 14: Early Expressionists

March 21: Jenny is a Good Thing
Parents and Staff Together - (film strip and record)

March 28: Parents are Teachers Too
Discipline and Self Control

April 4: Organizing Free Play
Quality Day Care: The Quest for Quality (film strip and record)

8. EVALUATION OF COURSE B420 -- FORM AND RESULTS

April 1973

Please check the line which applies to you:

a. I am employed in a Center as
A Director 11 (including one owner, one director-to be)
An Assistant Director 2
A Head Teacher 5 (2 also are unit coordinators)
Other 4 (supervisor, co-ordinator-teacher Head Start; consultant; department head)

b. I am a graduate student 8 (in addition to one of the above)

c. I am not a graduate student and am not employed in a center 1

1. How did you find out about the course? (Check appropriate answer)
Was on mailing list 9
Through agency recommendation 5
From a friend or colleague 2
Other (Please specify) Mrs. Axelrod; My director; Jean Brown's Newsletter (2); Notice of Education School; Course list

2. What factors motivated your attendance? (Check as many as apply)
Professional self-development 20
Possibility of salary increment and/or promotion 2
General interest in the subject area 10
Pressure by superiors in agency or by Board ____
Other (Please specify) To become prepared for future opportunity in directing day care center; did not have enough professional knowledge; had credit needs but this did not dictate my choice

3. Was academic credit a special incentive for taking the course?
Yes 14 No 7

4. Was it necessary to hire additional staff at your center to cover your absence?
Yes 7 No 14

5. What costs of the course are being covered by your center? (Check as many as apply)
   a. Tuition 13
   b. Texbooks 1
   c. Travel 11
   d. Incidentals 2 (per diem)
   e. None 8

6. Would you have preferred another time arrangement for the course?

   Yes 7 No 14

7. If you answered "Yes" to question #6, check your preference from this list:
   a. I would have preferred a solid week on campus 2
   b. I would have preferred 3 hours a week for 10 weeks 1
   c. Other (Please specify) a later starting time because of long drive; evenings; first half of term: 6 weeks for 6 hours on Wed.: 8 hours too long (2); summer workshop

PLEASE READ THE FOLLOWING EXPLANATION CAREFULLY BEFORE YOU GO ON.

Items 8 through 18 are to be answered by circling the figure on the right which best describes your reaction to the statements made. Example: The figure "1" means you "strongly agree". The figure "5" means you "strongly disagree." If you are undecided or don't feel much one way or the other, circle the figure "3".

	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
8. The amount of time allotted to cover the material was sufficient	2	12	4	2	
9. The class size was conducive to learning	8	12			
10. The content of the course was well organized	8	9	2		
11. The course gave me many new ideas	11	7	3		
12. The subject matter was up-to-date	10	6	1		
13. I like the small group format	14	4	2		
14. I think there should have been fewer groups to choose from	1	3	6	6	3
15. The course satisfactorily met my expectations	3	10	6	1	
16. The course gave information which will be useful in my work	10	7	4		
17. The chance to talk with other Child Care Directors was a very important aspect of this course	16	4			
18. The handouts of material were generally helpful	13	7			

Some of you may have been pleased or displeased with certain aspects of the courses. We anticipate offering the class again in the future. Please help us make improvements by commenting on the back, on lectures, discussions and small-group experiences listed below. We would appreciate you giving this serious consideration. Please comment only on the small groups with which you were involved.

	Excellent	Good	Adequate	Fair	Poor
SESSION 1:					
Full-group presentation - Purposes and Goals of Day Care - Cooper	5	2	1	1	
SESSION 2:					
Full-Group: Funding - accounting - costs Wilson	4	3	3	2	
Small Groups: Accounting & Bookkeeping Wilson	1	4	2	2	1
Costs - Cooper, Axelrod		4		1	
Purchasing - Witherspoon, Lampros	3	4	1	2	
Government funding sources Lepsig	1	3			1
A banker's evaluation Johnson			4		
SESSION 3:					
Full Group: Practical application of business practices - Cooper	1	8	2	1	
Small Groups: Budget Building and Management - Weatherspoon	4	7		1	
Reporting and Record-keeping Mitchum	1	3			
Insurance - Hunt	1	6			
SESSION 4:					
Full Group - Licensing standards, the State consultant - Daly	5	9			
Job of the Director - Axelrod	7	7			
Small Groups: Problems in licensing - Daly	3	2			
Let's compare policies - Education the board - Tillman-Seaton	1	3	3	1	

	Excellent	Good	Adequate	Fair	Poor
SESSION 5:					
Full Group: The Creative Curriculum: One Model or Smorgasbord - Schwertfeger	3	8	2		
Small Group: Planning Your Program - Johns	3	6			
Indoor and outdoor equipment - Bonet	1	3	1		
SESSION 6:					
Full Group: Training your staff - a demonstration - Lyndon	1	7	2		2
Small Group: Individual needs/multi-ethnic approaches - Berman, Taylor	1	5	2		1
Staff training/the handicapped child - Lyndon, Millsom		3	2	1	
SESSION 7:					
Full Group/Small Groups - Selecting and Keeping Staff - A group experience emphasizing the "positive". - Van Voorhees	12	2			
SESSION 8:					
Full Group: Parent involvement: Philosophy and Research - Kispert, Dumbrigue, McAdoo	6	5			
Small Group: Problems of the working parent/Parents as board members - Kispert, McAdoo	2	3	3		
Use of the social worker - Dumbrigue	3	2			
SESSION 9:					
Health - Hildebrandt	8	3	3	2	
Nutrition - Larkin, Smith	5	5	3		

Thank you for your help. Please give this to Marian before you leave today.

00036

9. PROBLEM CENSUS DRAWN UP BY CHILD CARE DIRECTORS COURSE 1971

Problems:

-Funding - how to apply - where?
-Where to get money for building?
-Can we accept a child slightly under 2 1/2
-Funding for milk
-How much bookkeeping necessary to satisfy governmental regulations?
-Governmental requirements for facilities? Other requirements.
-Plan a budget for a center with low enrollment
-Duties of directors
-What types of service should a center provide
-Sliding scale for fees
-Budgeting for materials
-Transportation

-Inservice training
-Control of political situations i.e. interpersonal conflict within staff
-How do you fire a middle aged black woman when you are a white teacher and your population is predominantly black?

-Mental health and day care - materials

-Using substitutes - volunteers
-Providing sick leave and other staff benefits
-Inservice retraining - training staff who have had their education in different areas
-Professional consultation to individual members of staff
-Staff turnover when one depends on neighborhood youth workers and students
-Minimum and maximum salary scales
-Shortage of staff
-Personnel job descriptions
-Hiring of men
-Licensing and qualifications for different jobs
-Exchange programs for staff
-How to communicate with staff
-Improving program
-Teacher planning time
-Guidelines to discipline and behavior control - materials on these problems
-What is acceptable behavior?
-How much time should be open in direct teaching?
-Equipment - how long should it last?
-Educational programs for children

Problems:

-Curriculum planning
-Shortage of space
-Use of different types of structures
 i.e. old hotel
-Program assistance - cost of?
-Workable age range of children
-Evaluation of children - where are they -
 how do they progress?

-Parent involvement
-How do you get good staff in an "anti-educational"
 community? (unwillingness to pay for it)
-Resources and suggestions for serving after-
 school children in centers
-How do you recruit children?
-How do you deal with Board of Directors?
 i.e. they know little about day care and make
 inappropriate suggestions.
-Day care problems when you are in a church
-How do you deal with parents generally and
 singly?
-Mobilization of resources, financial and other
-How to set up a non-profit center other than
 child related
-Relationship with sponsoring agency
-Conflict between public school and day care
 center
-How do you communicate with sponsor?
-Day care - supplement or substitute for kinder-
 garten
-Parent-teacher conferences for each child - how
 do you manage this?
-Use of title 4A monies
-What big business centers will do to private
 centers
-Limits of size
-Experimental centers for infants
-How to expand i.e. move to another building
-Why does State use Centers as guinea pigs?

10. PROBLEMS LISTED BY CLASS MEMBERS OF PRESCHOOL AND CHILD CARE ADMINISTRATION B420, March 1973

Steps to open a Center
Licensing requirements for infants
Financial concerns:
- How to keep Federal funds/or find alternatives
- Limited number of programs that meet Federal funding requirements
- *Sources of funds
- Working within a limited budget - making choices
- *DSS per diem too low/late arriving/certification gap
- Irregular attendance vs. constant costs
- Financial stability while maintaining goals and standards

Insurance needs/costs/unemployment compensation

Staff:
- Government sources
- Volunteers
- Finding good staff at prices we can pay
- Wages/salaries/benefits/retirement
- Unions?
- Morale
- Getting staff to do what we want
- *Training methods and time involved
- Staff hours and breaks
- Can an aide open/close a Center?
- Substitutes: how and where to get them

Communication network for directors
Sharing facilities with other groups/individuals
Educating your Board and/or employer
*Involving parents
Community involvement and resources
(referrals, mental health)

Program scheduling
Food:
- What to get for how much/quality/government surplus

*indicates the problems most frequently cited

Section III -- Licensing Standards

Early in the course there is a presentation by a state licensing consultant for day care. This helps to break down barriers between the directors and licensing agency. Included here is the current Michigan act under which day care is licensed, Michigan Standards and Requirements for Licensing, Fire Inspection Rules and the Federal Inter-agency Day Care Requirements. All are in the process of revision, but they are useful examples of such materials. Also included are the forms which the operator has to fill out for application and renewal of license.

Section III - CONTENTS

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2. Act 116 . . . . . 42a, b, c, d, & e

3. Michigan Standards and Requirements for Licensing: Nursery Schools and Day Care Centers 43

4. Day Care Centers Inspection Guide -- Fire Marshall Division 58

5. Federal Interagency Day Care Requirements 63

6. Michigan form reply on Day Care Licensing 88

7. Financial Statement form for Day Care Center or Nursery School License and Certification 90

8. Financial Statement for Waiver 93

1. Act 47

Pertaining to-

CHILD-CARING INSTITUTIONS
CHILD PLACING AGENCIES
FOSTER HOMES FOR CHILDREN
MATERNITY HOMES FOR UNMARRIED MOTHERS
HOMES FOR HANDICAPPED CHILDREN
SUMMER CAMPS FOR CHILDREN
DAY CARE CENTERS
NURSERY SCHOOLS

State of Michigan
Department of Social Services
Lansing, Michigan 48926

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Act 47, P.A. 1944, First Extra Session
Being Sections No. 722.101 - 722.108, C.L. 1948
As Amended by Act 97, P.A. 1951, Act 185, P.A. 1952,
Act 183, P.A. 1961, Act 179, P.A. 1965, and Act 290, P.A. 1968

An act to provide for the licensing of child welfare agencies and for the regulation and supervision of the care and placement of minor children in the private homes of persons unrelated to them; and to provide penalties for the violations of the provisions of this act.

722.101 Child welfare agency; definitions. M.S.A. 25.358(1)

Sec. 1. Any agency or institution not a governmental unit having as 1 of its functions:

(1) To receive minor children for care, maintenance, training or supervision, and notwithstanding the fact that the care includes educational instruction, but excluding boarding schools which are deemed agencies or institutions accepting for board, care and instruction of 5 or more children under the age of 16 years; or

(2) To receive minor children for placement in a family home with a view toward adoption or for other foster home care; or

(3) To care for unmarried mothers and their children; shall be deemed to be a child welfare agency.

Any private home in which 1 or more minor children are given care and supervision, including a home where the child or children work whether or not such child or children receive a consideration for such work, for periods of 4 or more hours a day for 4 or more days a week for 2 or more consecutive weeks, unattended by a parent or legal guardian, except children related to an adult member of the household by blood or marriage, shall be deemed to be a foster home.

"Minor children" for the purposes of this act shall mean children under the age of 17 years.

HISTORY: Am. 1951, Act 97, Eff. Sept. 28; Am. 1961, Act 183, Eff. Sept. 8. Title Am. 1961, Act 183, Eff. Sept. 8; Am. 1965, Act 179, Eff. July 15.

722.102 Same, standards of child care; rules and regulations; enforcement. M.S.A. 25.358(2)

Sec. 2. (1) The department of social services, hereinafter referred to as the department, shall be responsible for the development of adequate standards of child care, and after consultation with the department of public health and the department of education shall make, prescribe and publish such rules governing child welfare agencies and foster homes, not inconsistent with the provisions of this act, as shall be deemed necessary or advisable to effect such standards, to protect the best interest of minor children, and to carry out the purpose of this act. Every agency or institution, other than a foster home, coming within the provisions of this act, whose building or buildings house minor children shall be inspected relative to their fire safety by the state fire marshal when requested

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by the department of social services. However, if a municipal fire department provides to the department of social services a statement that it has a municipal code or ordinance which provides for fire safety inspections and fire safety measures which are administered and enforced by a fire prevention and safety department, division or bureau maintained by the municipality and an annual certificate of inspection attesting to the fire safety of the agency or institution, then this shall be considered as complying with the fire safety inspection provision of this act. Any reasonable order of the department fixing minimum standards of care and supervision, personnel, food, sanitation and fire protection, may be enforced through injunction in the circuit court of the county where such a home or agency is located, through proper proceedings instituted by the attorney general on behalf of the department.

(2) Such rules as to child welfare agencies or foster homes providing educational programs shall include requirements as prescribed by the superintendent of public instruction with regard to the educational program, qualifications of teacher, conditions under which teachers are employed, and necessary equipment and special services.

(3) In order to improve standards of child care the department shall also cooperate with the governing bodies of child welfare agencies and assist the staffs thereof through advice on progressive methods and procedures and suggestions for the improvement of services.

HISTORY: Am. 1952, Act 185, Eff. Sept. 18; Am. 1961, Act 183, Eff. Sept. 8; Am. 1968, Act 290, Eff. July 1.

722.103 Same; licenses; application, form; issuance; provisional licenses. M.S.A. 25.358(3)

Sec. 3. No person, firm, corporation, association or organization may establish or maintain a child welfare agency or foster home unless licensed to do so by the department. Applications for such license shall be made on forms provided by the department and in the manner prescribed. Before issuing such license, the department shall investigate the activities and standards of care of the applicant and if satisfied as to the need for the agency or foster home, its financial stability, the good character and intent of the applicant, and that the equipment of the agency or foster home and its services are conducive to the welfare of children, a license shall be issued. A provisional license may be issued to any agency or foster home whose services are needed but which is temporarily unable to conform to all the rules and regulations of the department as provided in section 2 hereof. All licenses shall be in force for 1 year from the date of issuance unless revoked as authorized by section 5 of this act and shall be reissued annually on application, except that a provisional issuance may be in force for not more than 3 years. Each license shall specify in general terms the kind of child welfare work the licensee is authorized to undertake, the number of children that can be received or maintained and their ages and sex, and whether authorized to place and supervise children in family boarding or adoptive homes.

HISTORY: Am. 1961, Act 183, Eff. Sept. 8.

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722.104 Same; examination; inspection of buildings, records, reports, children not placed by court or agency; notice of termination of care; records confidential. M.S.A. 25.358(4)

Sec. 4. The department shall have authority at any time to investigate and examine into the conditions of any home or other place in which a licensee hereunder receives and maintains or places out children, and shall have authority at any time to examine and investigate the books and records of any licensee hereunder; and it shall be the duty of the licensee to admit the members of the department and to furnish all reasonable facilities for thorough examination of its books, records and reports. The department of health may visit any licensee to advise on matters affecting the health of children and to inspect the sanitation of the buildings used for their care. Each licensee shall keep records regarding each child in its control and care as the department may prescribe and shall report to the department, whenever called for, such facts as it may require with reference to the children upon blanks furnished by the department. Foster parents shall inform the department whenever they receive a child not related to them and not placed by the probate court or a licensed child-placing agency and give its name, sex, age, the names and addresses of the parents and the name and address of the person who placed the child in care. They shall also notify the department whenever they terminate care of the child and give the name and address of the person who received the child. All records regarding children and all facts learned about children and their parents or relatives shall be deemed confidential and disclosure of this information shall be properly safeguarded by the agency and the department.

HISTORY: Am. 1951, Act 97, Eff. Sept. 28; Am. 1961, Act 183, Eff. Sept. 8.

722.105 Same; revocation or denial of renewal of license; notice, hearing. M.S.A. 25.358(5)

Sec. 5. The department may revoke or refuse to renew any license of a child welfare agency or foster home in case the licensee shall have wilfully and substantially violated any provision of this act or the rules and regulations of the department as provided in Section 2 hereof. No license shall be revoked or renewal refused, and no application for a license denied, unless the licensee or applicant shall have been given notice in writing of the grounds of such proposed revocation, denial or refusal. If the revocation, denial or refusal is protested within 30 days of receipt of the notice by a writing addressed to the Michigan social welfare commission, the commission or someone designated by it shall conduct a hearing at which an opportunity is given to the licensee or applicant to present testimony and confront witnesses. Notice of the hearing shall be given to the licensee or applicant by personal service or by delivery to the proper address by certified mail, at least 2 weeks prior to the date thereof. The decision of the commission shall be made at the meeting following the month in which the hearing was held, or sooner, and forwarded to the protesting party by certified mail within 5 days. If notice of the proposed revocation, denial or refusal

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is not so protested, the license may thereupon be revoked or the application therefor or the renewal thereof refused.

HISTORY: Am. 1961, Act 183, Eff. Sept. 8.

722.106 Same; appeal; transcript, stay of action. M.S.A. 25.358(6)

Sec. 6. Any person aggrieved by the decision of the commission following a hearing under section 3 or section 5 of this act may, within 10 days after its receipt, take an appeal or certiorari to the circuit court of the county in which he resides by filing with the clerk of the court an affidavit, setting forth the substance of the proceedings had before the department and the errors of law or questions of fact upon which he relies, and serving any member of the department with a copy thereof.

The department shall, within 10 days of the service of the copy, file with the clerk of the court a transcript of the proceedings had before it. The circuit court shall thereupon be vested with jurisdiction to hear and determine the questions of law and fact involved, as in certiorari from justices of the peace. If the department prevails, the judgment of the circuit court shall be that the decision of the department be affirmed, and if the licensee or applicant prevails, the judgment of the court shall be that the revocation be set aside or the license issued or renewed, as the case may be. Pending the hearing of the certiorari the action of the department revoking or refusing renewal of a license shall be stayed.

HISTORY: Am. 1961, Act 183, Eff. Sept. 8.

722.107 Placement of children in family homes. M.S.A. 25.358(7)

Sec. 7. Placement of children in family homes. No person other than the parent or guardian of the person of a child or one related by blood or marriage, and no firm, corporation, association or organization, or agency thereof, other than a licensed child welfare agency or a governmental unit may place any child in the control and care of any person or place such child for adoption.

722.108 Misdemeanor; penalty. M.S.A. 25.358(8)

Sec. 8. Penalty. Any person, or agent, representative or officer of any firm, corporation, association, or organization, who violates any of the provisions of this act shall upon conviction, be deemed guilty of a misdemeanor; and shall be fined not less than $25.00 nor more than $100.00 or imprisoned in the county jail not less than 30 days nor more than 90 days, or both such fine and imprisonment in the discretion of the court. Whenever any agent, representative, or officer of any firm, corporation, association, or organization shall be convicted under authority of this act, such conviction shall be sufficient ground for the revocation of the license of any such firm, corporation, association, or organization, and the person so convicted shall not be granted a license or be permitted to be connected directly or indirectly with any licensee for a period of 10 years thereafter.

Act No. 116
Public Acts of 1973
Approved by Governor
August 21, 1973

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STATE OF MICHIGAN

77TH LEGISLATURE

REGULAR SESSION OF 1973

Introduced by Reps. Stallworth, Bullard, Otterbacher, Morris W. Hood, Jr., Nelson, McNeely, Warner, Geake and Smit

ENROLLED HOUSE BILL No. 4321

AN ACT to provide for the protection of children through the licensing and regulation of child care organizations; to provide for the establishment of standards of care for child care organizations; to provide penalties; and to repeal certain acts and parts of acts.

The People of the State of Michigan enact:

Sec. 1. As used in this act:

(1) "Child care organization" means a governmental or nongovernmental organization having as its principal function the receiving of minor children under 18 years of age for care, maintenance, training, and supervision, notwithstanding that educational instruction may be given. Child care organization includes organizations commonly described as child caring institutions, child placing agencies, children's camps, child care centers, day care centers, nursery schools, parent cooperative preschools, foster homes, group homes, or day care homes.

(a) "Child caring institution" means a child care facility which is organized for the purpose of receiving children for care, maintenance, and supervision, usually on a 24-hour basis, in buildings maintained by the institution for that purpose, and operates throughout the year. An educational program may be provided, but the educational program shall not be the primary purpose of the facility. Child caring institution includes a maternity home for the care of unmarried mothers under 18 years of age and an agency group home, which is described as a small child caring institution owned, leased, or rented by a licensed agency providing care for more than 4 but less than 13 children. It also includes institutions for mentally retarded or emotionally disturbed children under 18 years of age. Child caring organization does not include a hospital licensed under Act No. 17 of the Public Acts of 1968, as amended, being sections 331.411 to 331.430 of the Michigan Compiled Laws, a boarding school licensed under section 599a of Act No. 269 of the Public Acts of 1955, being section 340.599a of the Michigan Compiled Laws, a convalescent home licensed under Act No. 139 of the Public Acts of 1956, as amended, being sections 331.651 to 331.660 of the Michigan Compiled Laws, or a hospital for the mentally ill licensed under Act No. 151 of the Public Acts of 1923, as amended, being sections 330.11 to 330.71 of the Michigan Compiled Laws.

(b) "Child placing agency" means an agency organized for the purpose of receiving children for their placement in private family homes for care or for adoption.

(c) "Children's camp" means a residential, day, troop, or travel camp conducted in a natural environment for more than 4 school-age children, apart from their parents, relatives, or legal guardians, for 5 or more days in a 14-day period. A children's camp provides care and supervision for the same group of children for usually not more than 12 weeks.

(d) "Child care center" or "day care center" means a facility, other than a private residence, receiving more than 6 preschool or school age children for group care for periods of less than 24 hours a day, and where the parents or guardians are not immediately available to the child. It includes a facility which provides care for not less than 2 consecutive weeks, regardless of the number of hours of care per day.

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The facility is generally described as a child care center, day care center, day nursery, nursery school, parent cooperative preschool, play group, or drop-in center. "Child care center" or "day care center" does not include a Sunday school conducted by a religious institution or a facility operated by a religious organization where children are cared for during short periods of time while persons responsible for such children are attending religious services.

(e) "Private home" means a private residence which may be a full-time foster family home, a full-time foster family group home, a group day care home, or a family day care home.

(i) "Foster family home" is a private home in which one but not more than 4 minor children, who are not related to an adult member of the household by blood, marriage, or adoption, are given care and supervision for 24 hours a day, for 4 or more days a week, for 2 or more consecutive weeks, unattended by a parent or legal guardian.

(ii) "Foster family group home" means a private home in which more than 4 but less than 7 children, who are not related to an adult member of the household by blood, marriage, or adoption, are provided care for 24 hours a day, for 4 or more days a week, for 2 or more consecutive weeks, unattended by a parent or legal guardian.

(iii) "Family day care home" means a private home in which one but less than 7 minor children are received for care and supervision for periods of less than 24 hours a day, unattended by a parent or legal guardian, except children related to an adult member of the family by blood, marriage, or adoption. It includes a home that gives care to an unrelated child for more than 4 weeks during a calendar year.

(iv) "Group day care home" means a private home in which more than 6 but not more than 12 children are given care and supervision for periods of less than 24 hours a day unattended by a parent or legal guardian, except children related to an adult member of the family by blood, marriage, or adoption. It includes a home that gives care to an unrelated child for more than 4 weeks during a calendar year.

(2) "Provisional license" means a license issued to a child care organization which is temporarily unable to conform to all of the rules promulgated under the authority of this act.

(3) "Regular license" means a license issued to a child care organization indicating it is in compliance with all rules promulgated under the authority of this act.

(4) "Guardian" means the guardian of the person.

(5) "Minor child" means a person under the age of 18 years.

(6) "Related" means any of the following relationships, by marriage, blood, or adoption: parent, grandparent, brother, sister, stepparent, stepsister, stepbrother, uncle, or aunt.

Sec. _. (1) The department of social services, hereinafter referred to as the "department", is responsible for the development of rules for the care and protection of children in organizations covered by this act and for the promulgation of these rules pursuant to Act No. 306 of the Public Acts of 1969, as amended, being sections 24.201 to 24.315 of the Michigan Compiled Laws.

(2) The department shall establish an ad hoc committee for each type of child care organization as defined in this act when it is formulating or amending rules under this act. The committee shall consist of not less than 12 members, and shall include representatives of the following groups and agencies:

(a) Department of public health.

(b) Department of state police, fire marshal division and state fire safety board.

(c) Department of education.

(d) Department of mental health.

(e) Representatives of organizations affected by this act.

(f) Parents of children affected by this act.

The representatives of organizations affected by this act and parents of children affected by this act shall constitute a majority of the committee membership. The committee shall serve during the period of the formulation of rules, shall have responsibility for making recommendations on the content of rules, and shall recommend to the department revisions in proposed rules at any time before their promulgation.

(3) The rules promulgated under this act shall be restricted to:

(a) The operation and conduct of child care organizations and the responsibility the organizations assume for child care.

(b) The character, suitability, training, and qualifications of applicants and other persons directly responsible for the care and welfare of children served.

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(c) The general financial ability and competence of applicants to provide necessary care for children and to maintain prescribed standards.

(d) The number of individuals or staff required to insure adequate supervision and care of the children received.

(e) The appropriateness, safety, cleanliness, and general adequacy of the premises, including maintenance of adequate fire prevention and health standards to provide for the physical comfort, care, and well being of the children received.

(f) Provisions for food, clothing, educational opportunities, programs, equipment, and individual supplies to assure the healthy physical, emotional, and mental development of children served.

(g) Provisions to safeguard the legal rights of children served.

(h) Maintenance of records pertaining to admission, progress, health, and discharge of children.

(i) Filing of reports with the department.

(j) Discipline of children.

(k) Transportation safety.

(4) Rules once established are subject to major review by the ad hoc committee established by this act no less than once every 5 years and should be reviewed biennially by the department.

Sec. 3. The rules promulgated by the department shall be used by the department of public health, the fire marshal division of the department of state police, and local authorities in the inspection of and reporting on child care organizations covered by this act. The inspection of the health and fire safety of child care organizations shall be completed by department staff or by the department of public health, the fire marshal division of the department of state police, or local authorities upon request of the department. Inspection reports completed by state agencies and local authorities shall be furnished to the department and shall become a part of its evaluation for licensing of organizations covered by this act. After careful consideration of the reports and consultation where necessary, the department shall assume responsibility for the final determination of the issuance, denial, revocation, or provisional nature of licenses issued to nongovernmental organizations. A report of findings shall be furnished to the licensee. A license shall be issued to a specific person or organization at a specific location, shall be nontransferable, and shall remain the property of the department.

Sec. 4. The department shall provide consultation to organizations covered by this act to assist them in meeting the requirements of the act and the rules promulgated hereunder. The department shall offer assistance, upon request, in developing methods for the improvement of service.

Sec. 5. (1) A person, partnership, firm, corporation, association, or nongovernmental organization may not establish or maintain a child care organization, unless licensed by the department. Application for a license shall be made on forms provided, and in the manner prescribed, by the department. Before issuing a license, the department shall investigate the activities and proposed standards of care of the applicant and shall make an on-site evaluation of the proposed organization. If satisfied as to the need for a child care organization, its financial stability, the good character and intent of the applicant, and that the services and facilities are conducive to the welfare of the children, the license shall be issued.

(2) The department may authorize a licensed child placing agency or a governmental unit to investigate a private home pursuant to subsection (1) and to certify that the private home meets the licensing standards prescribed in this act. A private home shall be certified for licensing by the department by only 1 child placing agency or governmental unit. Other child placing agencies may place children in a private home only upon the approval of the certifying agency or governmental unit.

Sec. 6. Local and state government child care organizations similar to those nongovernmental organizations required to be licensed pursuant to this act shall be evaluated and approved at least once every 2 years, using this act and rules promulgated thereunder for similar nongovernmental organizations licensed under this act. A report of the evaluation shall be furnished to the funding body for each child care organization. Unless child care organizations are approved, or provisionally approved, as meeting the appropriate administrative rules, state funds shall not be appropriated for their continued operation.

Sec. 7. A provisional license shall be issued to a new organization during the first 6 months of operation. At the end of the 6 months of operation, the department shall either issue a regular license or renew or refuse to renew the provisional license as provided in section 11. A provisional license may be

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issued to a child care organization which is temporarily unable to conform to the rules. A provisional license shall expire 6 months from the date of issuance and may be issued not more than 4 times. The issuance of a provisional license shall be contingent upon the submission to the department of an acceptable plan to overcome the deficiency present in the child care organization within the time limitations of the provisional licensing period.

Sec. 8. A regular license shall be in force for 2 years from the date of issuance unless revoked as authorized by section 11 or modified to a provisional status based on evidence of noncompliance with this act or the rules promulgated thereunder. The license shall be reinstated biennially on application and approval. A license shall specify in general terms the kind of child care program the licensee is authorized to undertake, and the number, ages, and sex of children that can be received and maintained. This section shall not be construed to limit the right of the department to periodically assess continued compliance with this act and rules promulgated under it. An on-site evaluation shall be made by the department not less than once each year.

Sec. 9. (1) The department may conduct in up to 3 counties a 2-year demonstration project of registration of family day care homes under this act. The department shall report its findings and recommendations to the legislature before March 1, 1976. "Registration" means the process whereby the department maintains a record of all family day care homes, promulgates rules under section 2 of this act, and requires the person operating a family day care home to certify that he has complied with the rules.

(2) The registration shall be in effect for 2 years from the date of issuance or until the expiration of the project period.

(3) All sections of this act shall apply to registrants as well as licensees, except sections 5, 7 and 8.

(4) The provisions of this section shall not be applicable to any county of 1,000,000 population or more.

Sec. 10. (1) The department may investigate and examine conditions of a child care organization in which a licensee receives, maintains, or places out children, and may investigate and examine the books and records of the licensee. The licensee shall admit members of the department and furnish all reasonable facilities for thorough examination of its books, records, and reports. The department of public health, the fire marshal division of the department of state police, or local authorities, in carrying out the provisions of this act, may visit a child care organization to advise in matters affecting the health or fire protection of children.

(2) A licensee shall keep such records as the department may prescribe regarding each child in its control and care, and shall report to the department, when requested, the facts as the department may require with reference to the children upon forms furnished by the department. Records regarding children and facts compiled about children and their parents and relatives shall be deemed confidential and disclosure of this information shall be properly safeguarded by the child care organization and the department.

Sec. 11. The department may revoke, refuse to renew, or modify to a provisional status a license of a child care organization when the licensee falsifies information on the application for license or wilfully and substantially violates this act, the rules promulgated under this act, or the terms of the license. A license shall not be revoked, a renewal thereof shall not be refused, an application for a license shall not be denied, or a regular license shall not be modified to a provisional status unless the licensee, or applicant is given notice in writing of the grounds of the proposed revocation, denial, modification, or refusal. If revocation, denial, modification, or refusal is appealed within 30 days of receipt of the notice by writing addressed to the director of the department, the director or his designated representative shall conduct a hearing at which the licensee, or applicant may present testimony and confront witnesses. Notice of the hearing shall be given to the licensee, or applicant by a personal service or delivery to the proper address by certified mail not less than 2 weeks before the date of the hearing. The decision of the director shall be made not more than 10 days following the hearing, and forwarded to the protesting party by certified mail not more than 10 days thereafter. If the proposed revocation, denial, modification, or refusal is not protested, the license may thereupon be revoked or the application therefor or the renewal thereof refused.

Sec. 12. A person aggrieved by the decision of the director following the hearing under section 11 of this act may, within 30 days after receipt of the decision, take an appeal to the circuit court of the county in which the person resides by filing with the clerk of the court an affidavit setting forth the substance of the proceedings before the department and the errors of law upon which the person relies, and serving the director of the department with a copy of the affidavit. The circuit court shall thereupon have jurisdiction

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to hear and determine the questions of law involved in the appeal. If the department prevails, the circuit court shall affirm the decision of the department; if the licensee, or applicant prevails, the circuit court shall set aside the revocation, or order the issuance or renewal of the license, as the case may be.

Sec. 13. When there is a violation of this act or a rule promulgated thereunder, and the unlawful activity or condition of the child care organization is likely to result in serious harm to the children under care, the department may seek injunctive action against the child care organization in the circuit court through proceedings instituted by the attorney general on behalf of the department.

Sec. 14. Only a parent, guardian of the person of a child, a person related to a child by blood, marriage, or adoption, a licensed child placing agency, or a governmental unit may place a child in the control and care of a person. This section shall not be construed to prevent foster parents from placing foster children in temporary care pursuant to rules promulgated by the department.

Sec. 15. (1) A person, child care organization, agency, or representative or officer of a firm, corporation, association, or organization who violates this act is guilty of a misdemeanor, and shall be fined not less than $25.00 nor more than $100.00, or imprisoned for not less than 30 days nor more than 90 days, or both.

(2) When a person, child care organization, agency, or representative or officer of a firm, corporation, association, or organization is convicted under this act, the conviction shall be sufficient ground for the revocation of its license, and the person, child care organization, agency, or representative or officer of a firm, corporation, association, or organization so convicted shall not be granted a license, or be permitted to be connected, directly or indirectly, with a licensee for a period of not less than 10 years thereafter.

Sec. 16. The department shall provide continuous education of the public in regard to the requirements of this act through the ongoing use of mass media and other methods as are deemed appropriate.

Sec. 17. Nothing in the rules adopted pursuant to this act shall authorize or require medical examination, immunization, or treatment for any child whose parent objects thereto on religious grounds.

Sec. 18. Act No. 47 of the Public Acts of 1944, being sections 722.101 to 722.108 of the Compiled Laws of 1970, is repealed.

Thos. Thatcher
Clerk of the House of Representatives.

Beryl J. Kenyon
Secretary of the Senate.

Approved _____

_____
Governor.

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Nursery Schools and Day Care Centers

REQUIREMENTS FOR LICENSING AND RECOMMENDED STANDARDS

State of Michigan
Department of Social Services
300 S. Capitol Avenue
Lansing, Michigan 48926

Revised 8-73

This revision amends rule 10.

The amendment was filed with the Secretary of State on July 27, 1973, and became effective 15 days later.

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SECTION I

DEFINITIONS

The Statute which requires Day Care facilities for children to be licensed by the Department of Social Services is Act 47, P.A. 1944, First Extra Session.

Such facilities include nursery schools, day care centers, parent cooperative nurseries, play groups or other similar units operated by a person, partnership, agency, organized group, society or corporation giving care to a group of children away from their own homes during any part of the day.

The purpose of licensing is designed to assure the child's welfare when for any reason he is away from his parents. Standards have been established by the Department in keeping with this purpose.

Centers operated by local boards of education or by other governmental units are not required to have a license.

Two types of licenses are issued for two types of centers defined as follows by Administrative Rule: R 400.120.

A. *A nursery school is a day time group facility which has as its main objective a developmental program for pre-school children, and whose staff meets the educational qualifications as established by the Michigan Department of Education* (See Staff Qualifications, page 2). The term "School" may be used only when the staff meets these qualifications.)

B. *A day care center is a day time group facility which gives care for pre-school children away from their homes but which need not employ a teacher approved by the Department of Education. It provides a program which promotes the development of the individual child and is under the direction of a person with experience in child care.* (See Staff Qualifications, page 2.)

OTHER TERMS USED ARE AS FOLLOWS:

"Must" refers to mandatory requirements as defined by the statutes.
"Shall" refers to rules which are requirements for licensing. They are designated by number.
"Should" refers to standards for those wishing to meet additional goals beyond those required for licensing.
"Pre-school" applies to the child from 2½ years through 5.
"Staff" includes all workers, directors, teachers and service staff.
"Center" includes the Nursery School and Day Care Center.
"Department" refers to the Michigan Department of Social Services.

SECTION II

STATE ADMINISTRATIVE RULES FOR LICENSING

(By authority conferred on the department of social services by section 6 of Act No. 280 of the Public Acts of 1939, section 2 of Act No. 47 of the Public Acts of the First Extra Session of 1944, as amended, and section 553 of Act No. 380 of the Public Acts of 1965, being sections 400.6, 722.102 and 16.553 of the Compiled Laws of 1970.)

STAFF

Rule 1. There shall be an adequate staff of administrative, supervisory and maintenance personnel.

a. A minimum of two adults is required for any group of children to insure adult supervision at all times. When the group is small enough to be under the guidance of one person, the second person must be available in the center to assist upon call.

b. When the number of children in the nursery exceeds ten, full-time assistance for the director is to be provided, in the following ratio:

Minimum Ratio.

Age of Children	There shall be
2½ and 3 years	1 adult assistant to each 10 children or fraction thereof, beyond the first 10
4 years	1 adult assistant to 12 children beyond the first 12
5 years	1 adult assistant to 20 children beyond the first 20
2½ thru 5 years (mixed age group)	1 adult assistant to 10 children beyond the first 10

Rule 2. The head teacher or person in charge of programming of the nursery school shall meet the educational qualifications as determined by the Michigan Department of Public Instruction for nursery school assignment.*

Rule 3. The Director or person in charge of a day care center shall have a minimum of two years of study at the college level.

**The Michigan Department of Education requires a valid elementary teaching certificate.*

PROGRAM

Rule 4. Every Center shall have a balanced schedule of daily activities based upon developmental needs of children.

RECORDS

Rule 5. A record shall be kept of each child which shall include:

a. Child's full name, age, and date of entry and discharge.

b. Full names of both parents or relatives.

c. Address and telephone number of parents.

d. Places and hours of employment of parents or relative.

e. Instructions for reaching parents or relatives.

f. Name, address, and telephone number of another person who might be reached in case of an emergency.

g. Name, address, and telephone number of family physician.

h. Accurate record of daily attendance.

EQUIPMENT FOR CENTERS

Rule 6. The equipment shall be of the size and design that will fit the individual child's developmental needs.

Rule 7. There shall be a cot, sheet and blanket for every child who remains for afternoon rest.

Rule 8. There shall be an adequate and varied supply of suitable play equipment materials easily accessible to children.

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FIRE, HEALTH AND SANITATION

Rule 9. All housing shall conform with local and state building codes and shall be approved by the State fire marshal or local full time fire bureau.

Rule 10. a. Within 30 days of attendance the following documentation shall be obtained by a day care center or nursery school for each child enrolled and shall be maintained in the center or school files:

1. A signed report on the state of the child's health, based on an evaluation by a qualified physician made within the preceding 12 months. The report shall contain the statement that participation in a day care program will not be detrimental to the child's health. Restrictions on physical activity shall be reported by the physician.

2. Proof of immunization procedures and boosters completed or in progress against diphtheria, pertussis, tetanus, polio, measles and rubella, or otherwise as required by law.

3. The requirements of paragrapns 1 and 2 may be waived, if a child's parents or guardian sign a statement agreeing to take part in a health care program which shall include health observations, physical assessments, screening tests and immunization procedures, when such a health program is available and has been approved by the state department of public health.

4. A child whose parents or guardian object to physical examinations, immunization or medical treatment on the grounds of religious convictions may be admitted after the following statements are submitted:

(i) Statement by the parents or guardian that the child is and has been in normal and good health.

(ii) Statement by the parents or guardian assuming responsibility for the child's state of health while at a center or nursery school with the understanding that either be notified immediately when anything unforeseen in this regard occurs. This statement shall include a provision that when the center or school is unable or does not have time to locate the persons designated to be notified in case of emergency, the center or nursery school director may take such temporary measures as he deems appropriate.

b. A full-time or more than half-time employee or volunteer who comes in contact with children shall have an examination by a licensed physician, or his designee, conducted within 12 months before employment, and every 2 years thereafter. The person shall also have a test for communicable tuberculosis within 1 year before employment and annually thereafter.

c. A center or nursery school shall have approval of the state or local full-time health department with respect to this rule.

TRANSPORTATION

Rule 11. If transportation is provided by the center, adequate precautions shall be taken for the safety of children. These include:

a. A seat in the car for each child.

b. The car in good operating condition with safety locks on the doors which may be opened only from the outside.

c. An adult in addition to the driver in any bus or automobile transporting children to and from the Center.

d. Transportation on buses conforming to the Michigan school bus requirements.

e. Validity of driver's license for transportation of children.

f. Proper insurance coverage.

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SECTION III

RECOMMENDED STANDARDS FOR CENTERS

Recommended standards are intended to be goals to encourage continuous improvement of services to children. Recommended standards are not licensing requirements, but are directed to all concerned with achieving standards of operation which are most desireable. They can be an aid to planning as well as a means for stimulating change.

STAFF

A. Recommended Ratio

2½ - 3 years	1 adult assistant to each 8 children beyond the first 8
4 years	1 adult assistant to 10 children beyond the first 10
5 years	1 adult assistant to 15 children beyond the first 15
2½ thru 5 years	1 adult assistant to 8 children beyond the first 8

If 35 or more children are enrolled, the director should be free from a regularly scheduled teaching assignment.

B. Qualifications of Staff

1. Staff members in any center should have personalities combining warmth, spontaneity and sensitivity which enable them to work effectively with children, parents and teachers. They should be sympathetic yet have the ability to be objective. They should be able to present materials creatively and provide experiences which offer rich opportunities for learning. They should have a sense of humor, be humbly teachable and be able to set up a comfortable atmosphere within which children grow.

   Members of the service staff should have a real liking for young children. They should be sufficiently flexible in performing their duties to adjust to the variations inherent in such programs.

   Each program staff person should have the skill and competency necessary to contribute to each child's physical, intellectual, personal and social development.

2. The operator of a day-care facility should have the skills necessary to manage a day-care facility, the ability to relate effectively to parents and community and the ability and willingness to provide a child care program which meets the recommended standards set forth in this pamphlet.

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3. Assistant teachers in a nursery school should have a minimum of two years of study at the college level and experience in work with groups of children under six years of age. An assistant teacher should be under the direction of a fully qualified head teacher.

PROGRAM

The program should include:

1. Morning inspection and continuing alertness to change in each child's appearance or behavior.

2. A provision for alternate periods of quiet and active play. A good teacher will help children maintain a reasonable balance between vigorous and quiet play.

3. Play activities which provide learning experience for the group and for each individual child.

4. Mid-morning or afternoon snack of juice or milk and crackers affording a period of relaxation and pleasant conversation besides giving needed nourishment.

5. Rest or a quiet period of listening to records or stories, usually follows snack. Children who are in a center for more than four hours need an afternoon rest of one or more hours depending on the individual child.

6. Adequate provisions for toilet routine. The teacher's own attitude toward this period goes far in determining the response of the children. Several well-placed low toilets and lavatories further a healthy, casual behavior on the part of the children which constitutes a sound basis for the later habits of older children and adults. The closeness of the toilet room to the play room is an important factor in helping children to become independent in toileting teachniques.

7. Provisions for outdoor play. The length of time outside is dependent upon the weather conditions, the ages of the children and the length of the program.

8. Well-balanced meals for children remaining through the lunch period. Food should be well prepared and attractively served. Guidance of the children in developing wholesome habits and healthy attitudes toward foods is more important than teaching table manners at this time. Meal time should be an unhurried, happy time, and offer a chance to experiment in eating new foods. Children who are given an opportunity to help in food preparation, setting the tables and serving themselves often develop assurance, responsibility, independence and a feeling of importance.

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RECORDS

Records maintained by the center should include the following:

1. Name, address, and telephone number of a person or persons authorized to take the child from the center.

2. Hospital of choice to be used in case of an emergency.

3. Medication provided by the parents or family physician which is to be administered at the center.

EQUIPMENT FOR CENTERS

1. Furniture
   a. Tables and chairs should be of various heights to insure the maximum comfort for children at various ages. Low open shelves should be provided for blocks, transportation toys, manipulative toys, books, and arts materials.

   b. Furniture should be durable, safe, and appropriate to the developmental needs of the children in care.

2. Facilities for Rest

   Cots should be light weight and have covers that are easily washable.

3. Play Equipment

   Basic play equipment should include:

   a. Climbing apparatus, wheel toys, large building blocks, swings, saw horses, boxes, carts and ladders to encourage vigorous play.

   b. Materials for dramatic play such as dolls, housekeeping units and dress-up clothes, transportation toys and blocks.

   c. Materials that can be manipulated and experimented with such as clay, dough, sand, paints, water, scissors and paper, work tools, blocks, puzzles, musical instruments and story books.

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FIRE, HEALTH AND SANITATION

No recommended standards

TRANSPORTATION

No recommended standards

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SECTION IV

PROCEDURES FOR LICENSING

A. BASIC RESPONSIBILITIES OF THE DEPARTMENT

The procedure through which the Department reaches a decision regarding a license and the factors to be considered are outlined in the statute which requires the Department to:

> *". . . investigate the activities and standards of care of the applicant and if satisfied as to the need for the agency . . . its financial stability, the good character and intent of the applicant, and that the equipment of the agency . . . and its services are conducive to the welfare of children, a license shall be issued."*

The decision regarding a license thus rests upon the responsible judgment of the Department. This final judgment is supported by facts showing that the essentials of an approved program as defined in this statute have been met. The Department assists the center or nursery school in meeting these requirements for a license.

The authority to issue a license rests with the Director of the Department. Recommendation is presented to the Director by a Consultant on the staff of the Department. If satisfied that the requirements are met the Director authorizes the issuance of a license. There is no fee for licensing or consultation services.

B. TYPES OF LICENSES

A regular or full license is granted to a center whose program, facilities and operations meet all required minimum standards.

A provisional license under the statute may be issued to a center *"whose services are needed but which is temporarily unable to conform to all rules and regulations."* A provisional issuance may not be in force for more than three years.

The license will specify whether the center is authorized to operate as a nursery school or a day-care center.

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C. DURATION OF LICENSE

All licenses expire one year from date of issuance unless revoked sooner. The license expires automatically if there is a change in location or ownership. In such cases, an application for an original license must again be filed as licenses are not transferable. To avoid delay the Department should be advised at once of any contemplated change so that it may determine if the proposed center may be approved.

D. ORIGINAL LICENSE

1. Application

An individual or group of persons or community agency planning to conduct a program for young children should file an application two months in advance of the planned opening date. The application should be signed by the individual responsible for the operation of the Center. Should the Center be operated by a Board the signatures of the Chairman of the Board and the individual responsible to the Board should be on the application. The application form is provided by and may be obtained from the Department of Social Services.

2. Material to be filed with original application

A new center with its initial application for license is expected to file the following:

a. A statement regarding the ownership, organization of center, together with other information showing who is responsible for policy-making, administration and operation.

b. A copy of the articles of incorporation if the center is incorporated.

c. A copy of the Constitution and By-laws, if any.

d. A list of board members and committees, if any.

e. List of staff. (A form is provided by the Department.)

f. A physical examination report of each staff member.

g. Samples of all forms used.

h. A floor plan of the building.

i. A daily program.

j. A typical week's menu.

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E. FIRE AND HEALTH INSPECTION

An inspection and approval by the local full-time fire department or State Fire Prevention Bureau and by the State or local full-time Health Department for the proposed housing of the center will be requested by the Department. With each renewal of application similar inspections will usually be requested annually by the Department.

F. NOTICE TO CENTER OF DEPARTMENT ACTION

After the application for a license is approved by the Director of the Department, the center will receive a license which, as provided by the statute, will set forth the conditions under which it may operate. These terms include operating name of the center, the maximum number and age range of the children and the date on which the license is issued.

An accompanying letter requests that the license be displayed in a conspicuous place. A letter accompanies a provisional license and states the basis for the provisional status.

G. MODIFICATION OF LICENSE

A license may be modified during the licensing year in accordance with changes of staff, program or facilities.

A center should report to the Department any contemplated changes in operation. The Department will then determine whether such changes may be approved and the license modified accordingly. Plans for remodeling or construction of new buildings should be presented for review before work is undertaken.

H. RENEWAL OF LICENSE

As long as the center continues to meet minimum requirements, the statute provides that a regular license must be reissued annually upon application by the original applicant.

An application for renewal of license must be submitted annually by the original applicant on a form sent by the Department six weeks prior to the

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expiration date. The center applying for the renewal of its license should send with its application the following:

1. A current list of board members and committees, if any.
2. Personnel form provided by the Department.
3. Physical examination report for each staff member.
4. A report of major changes in the program or facilities made during the year or contemplated for the coming year.
5. If a provisional license was issued a statement showing which basic requirements have been met and if not completed, a statement of plan for meeting them.

I. REVOCATION OF LICENSEE

If the Director finds that a provisional license should be issued, an application for license should be rejected or renewal refused or that a license should be revoked, a written notice of the decision and reasons for such action will be sent to the center at once.

J. RIGHT TO A HEARING

If the decision of the Director is to issue a provisional license, to deny an original license or to revoke or refuse to renew a license to any center and the center sends a protest within thirty days of receipt of written notice of the action taken, the Director or someone designated by him will conduct a hearing to allow the applicant or licensee to present testimony and witnesses. A transcript of the testimony will serve as a basis for the decision of the Director. The center will receive, by certified mail, a notice of the Director's decision.

Under the statute, if the center is still not satisfied with the decision of the Director, it may appeal within ten days to the Circuit Court in the district in whih the center is located.

K. PENALTY

The statute, Act 47, Section 8, provides that:

> *"Any person, or agent, representative or officer of any firm, corporation, association, or organization, who violates any of the provisions of this act shall upon conviction, be deemed guilty of a misdemeanor; and shall be fined not less than $25.00 nor more than $100.00 or imprisoned in the county jail not less than 30 days nor more than 90 days, or both such fine and imprisonment in the discretion of the court. Whenever any agent, representative, or officer of any firm, corporation, association, or organization shall be convicted under authority of this act, such conviction shall be sufficient ground for the revocation of the license of any such firm, corporation, association, or organization, and the person so convicted shall not be granted a license or be permitted to be connected directly or indirectly with any licensee for a period of 10 years thereafter."*

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3. DAY CARE CENTERS

Inspection Guide

Fire Marshal Division
Department of State Police

To provide for compliance with Act 290 of the Public Acts of 1968, this guide has been drafted for prevention of fire and to protect persons and property in day care centers in the State of Michigan. This inspection guide shall apply to all day care center occupancies licensed by the Department of Social Services and shall be in effect until such time as the State Fire Safety Board promulgates rules and regulations for this type occupancy as prescribed in Act 207 of the Public Acts of 1941 as amended.

Any person or his authorized agent, confronted with practical difficulties in carrying out the strictest letter of these standards, as directed by the office of the State Fire Marshal, may apply to the State Fire Marshal in writing for modification thereof. Only such modification as will not constitute a definite hazard to life or property will be considered. The decision of the State Fire Marshal, including the particulars of any such application, shall be entered upon the records of the Department of State Police, and a signed copy thereof sent to the applicant.

Act 207, Public Acts of 1941, as amended, empowers the State Fire Safety Board to vary the application of these standards or modify the ruling or interpretation of the State Fire Marshal when in its opinion the enforcement thereof would do manifest injustice and would be contrary to the spirit and purpose of the standard or the public interest.

Enforcement of these standards shall be by procedure established by Act 207 of the Public Act of 1941 as amended.

CONSTRUCTION

1. Hereafter, new buildings and conversions of existing buildings or parts of buildings for day care use if multi-story shall be of minimum one hour fire resistant construction. If one story, construction may be less than fire resistant, provided other features of this guide are complied with.

2. Hereafter, a complete set of plans and specifications for all new construction, additions, conversions and remodeling shall have the approval of the appropriate inspecting authority before construction is commenced.

3. Existing licensed occupancies may be certified for continued use provided other features of this guide for existing facilities are complied with.

INTERIOR FINISHES

4. The alphabetical classification of finish materials as used is for flame spread, fuel contribution and smoke development as determined by tunnel test in accordance with NFPA 255, ASTM-E-84, or UL-723 and grouped as follows:

Class	Flame Spread	Fuel Contributed	Smoke Developed
A	0-25	0-35	0-50
B	26-75	36-75	51-125
C	76-200	76-200	126-200

The same alphabetical classification is used for combustibility of prefabricated acoustical tile units only, under Federal Specifications SS-A-118b.

5. In new construction, additions and conversions, interior finish classification shall be that of the basic material used without regard to subsequently applied paint or other covering in an attempt to meet the classification. Such basic material shall be Class A or B in means of egress and basement use occupancies, and may be Class A, B or C in other areas.

6. In existing licensed occupancies, where interior finishes do not comply with those in Section 5 above, and where they are applied directly to a non-combustible backing, they must have their surfaces protected with an approved fire retardant coating so as to meet the requirements of Section 5.

7. Interior finish material more hazardous than Class C shall not be permitted.

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EXITS

8. All occupied rooms shall have access to at least two means of egress, properly separated so that the occupants will be located between the means of egress, or there shall be direct egress to the outside from the rooms.

9. If more than 12 children are maintained, exit doors shall swing in the direction of egress and shall be equipped with knob type or anti-panic hardware only, that cannot lock from the inside. If 12 or less children are maintained, the doors need not swing in the direction of egress but they shall be equipped with knob type or anti-panic hardware only, that cannot lock against use from the inside. No other type of securing hardware may be used as supplemental, or in conjunction with this permissible type hardware.

MEANS OF EGRESS

10. Means of egress shall be considered the entire way and method of leaving rooms where the day care center is operated, to free and safe ground remote from the building.

11. All means of egress shall be maintained in unobstructed, easily traveled condition at all times that the center is in operation. There shall be no exposure to inherent hazards of the building, such as heating plant, flammable storage, kitchen, or other similar conditions. Furniture, equipment and utility materials shall not be stored or maintained in such location or position that they may be liable to fall into, be pushed into, or be obstructive in any possible way to use of a required means of egress.

HEATING

12. In all new day care buildings, heating shall be by an approved heating plant separated from the occupied section by minimum one hour construction. Any doorway communicating between this room and the interior to the building shall be protected by a "B" label fire door in a labeled fire frame and equipped with a self-closing device. Any ducts piercing this enclosure shall be protected by approved heat-actuated fire dampers installed at the point the enclosure is pierced. No auxiliary heating unit such as portable combustion type or electric type shall be used. Heating units shall be properly installed in accordance with safe practices and shall be served by a proper, approved chimney or pre-fabricated stack.

In existing licensed occupancies, a properly installed heating plant located in a basement will not require additional protection, providing that the center is not operated on the same floor and there is a qualified fire separation in any opening

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exposing the use floor or its means of egress. Where the heating plant is located on the occupied floor, it shall be enclosed with an assembly of materials that will provide a minimum one hour resistance to fire.

13. Underwriters' Laboratories approved permanent, fixed type electrical heating such as recognized panel or baseboard fixed type may be approved in any location.

14. Where boilers are used, they shall be inspected and a certificate provided as required by the Boiler Division, Michigan Department of Labor.

OCCUPANCIES OF STORIES

15. Except under very favorable conditions, day care centers shall be conducted on the first or main floor of buildings only. Unless a building is of fire resistant construction, with stairways properly enclosed to provide protected exits to the outside, floors above the first shall not be used.

16. Basements shall be used only under very favorable conditions, and where the occupancy is separated from all other basement use by fire resistant walls and fire doors.

17. Basements where a sufficient portion of the basement floor is not below grade so as to permit required means of egress exits without use of stairs or steps, shall be considered a first floor insofar as the intention of this guide is concerned.

18. If a basement or part of a basement is used, at least one of the required exits shall be direct to the outside from the occupied room or space.

STAIRS AND STEPS

19. Any stairway or steps necessary in a means of egress shall be maintained in first class condition at all times. Risers shall be not over seven inches and tread shall be at least nine and one-half inches in the clear. Landings at least as wide as the swing of the door shall be located outside all exits doors where steps or stairs are necessary. All landings, steps, and stairs shall be provided with adequate, proper handrails designed and constructed for use by children. Materials used in construction of these facilities shall be sturdy and adequate. If wood is used, it shall be of at least nominal two inch stock.

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HOUSEKEEPING

20. The entire building, even though used only in part as a day care center shall be maintained in a condition of good housekeeping. The maintenance or harboring of conditions that are inherently hazardous will result in denial of certification to the licensing agency.

OTHER OCCUPANCY

21. Other occupancies and use of parts of a building used as day care centers are not objectionable, provided no life safety hazard is presented. Churches, schools, club buildings and some commercial uses of buildings used in part as a day care center are not objectionable if the sections used conform in all respects to this guide and they are operated and maintained in a proper manner. Parts of a building used for hazardous operations, or occupancy that is unpredictable such as taverns, garages, repair shops and industrial operations are not suitable for day care centers and will not be certified to the licensing agency.

FIRE ALARM

22. In any building used as a day care center, where more than one room is occupied by children, some satisfactory fire alarm system shall be established. This system may be either electrical or manual. A fire drill program shall be established to assure prompt evacuation of the building in case of emergency.

ELECTRICAL

23. The electrical service shall be maintained in a safe condition. Where conditions indicate a need for inspection, and on all new or remodeled projects, the electrical service shall be inspected by a qualified electrical inspection service and a copy of the inspection report shall be submitted to the appropriate inspecting authority.

These policy standards are intentionally brief and concise. They are to be used as a guide only and in no way prevent the inspector from using sound reasonable judgment in evaluation and reporting conditions that have a bearing on the approval of a Day Care Center. However, it is suggested that for practical administration and uniform application, all inspectors observe the basic features of these standards in their evaluation.

4. FEDERAL INTERAGENCY DAY CARE REQUIREMENTS

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The Federal Interagency Day Care Requirements have been approved by Wilbur J. Cohen, Secretary of Health, Education, and Welfare, and Bertrand M. Harding, Acting Director, Office of Economic Opportunity, with the concurrence of Willard Wirtz, Secretary of Labor.

The Requirements will be supplemented from time to time by Interagency Recommendations issued through the Federal Panel on Early Childhood. This interdepartmental panel consists of representatives of the Department of Agriculture; the Department of Housing and Urban Development; the Department of Labor, including the Women's Bureau and the Manpower Administration; the Office of Economic Opportunity; and the Department of Health, Education, and Welfare, including the Assistant Secretary for Health and Scientific Affairs, the Health Services and Mental Health Administration, the National Institutes of Health, the Office of Education, the Social and Rehabilitation Service, the Children's Bureau, and the Assistance Payments Administration.

The Panel is responsible for revising Standards from time to time and for issuing interpretations of the Standards whenever required. Questions on the Standards should initially be addressed to that Federal agency with which an organization normally conducts its business. Any organization not associated with a particular Federal agency listed above may address questions to the Federal Panel on Early Childhood, c/o the Children's Bureau, Social and Rehabilitation Service, Department of Health, Education, and Welfare, Washington, D.C. 20201.

Jule M. Sugarman

Jule M. Sugarman, Chairman
Federal Panel on Early Childhood

FEDERAL INTERAGENCY DAY CARE REQUIREMENTS

PURSUANT TO SEC. 522 (d)

OF THE ECONOMIC OPPORTUNITY ACT

as approved by

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

U. S. OFFICE OF ECONOMIC OPPORTUNITY

U. S. DEPARTMENT OF LABOR

September 23, 1968

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DISCRIMINATION PROHIBITED--Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be denied the benefit of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Therefore, the programs covered in this publication must be operated in compliance with this law.

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PREFACE

Day care is a service for the child, the family, and the community and is based on the demonstrated needs of children and their families. It depends for its efficacy on the commitment, the skill, and the spirit with which it is provided.

Day care services supplement parental care by providing for the care and protection of children who must be outside of their own homes for a substantial portion of a 24-hour day. These services may be provided when parents are employed, are in training programs, or, for other reasons, need these services for their children.

Day care services should be developed and carried out as part of a comprehensive community plan designed to promote and maintain a stable family environment for children. Day care can serve most effectively and appropriately as a supplement to care in the child's own family when other services support family care, such as homemaker service. Only then can the plan of care for a child be based on what is best for him and his particular family. Communities planning coordinated child care programs need to develop a wide range of services, including, but not limited to, day care services.

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DEFINITIONS

DAY CARE SERVICES -- comprehensive and coordinated sets of activities providing direct care and protection of infants, preschool and school-age children outside of their own homes during a portion of a 24-hour day.1/ Comprehensive services include, but are not limited to, educational, social, health, and nutritional services and parent participation. Such services require provision of supporting activities including administration, coordination, admissions, training, and evaluation.

ADMINISTERING AGENCY -- any agency which either directly or indirectly receives Federal funds for day care services subject to the Federal Interagency Day Care Standards and which has ultimate responsibility for the conduct of such a program. Administering agencies may receive Federal funds through a State agency or directly from the Federal Government. There may be more than one administering agency in a single community.

OPERATING AGENCY -- an agency directly providing day care services with funding from an administering agency. In some cases, the administering and operating agencies may be the same, e.g., public welfare departments or community action agencies which directly operate programs. Portions of the required services may be performed by the administering agency.

DAY CARE FACILITY -- the place where day care services are provided to children, e.g., family day care homes, group day care homes, and day care centers. Facilities do not necessarily provide the full range of day care services. Certain services may be provided by the administering or operating agency.

1/ The Office of Economic Opportunity uses 7 hours as the minimum time period for its preschool day care programs; however, most of the Standards in this document are also applicable to part-day Head Start programs.

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STANDARDS -- Standards consist of both Interagency Requirements and Recommendations. The Requirements only are presented in this document; the Recommendations will be issued separately.

Interagency Requirements -- a mandatory policy which is applicable to all programs and facilities funded in whole or in part through Federal appropriations.

Interagency Recommendations -- an optional policy based on what is known or generally held to be valid for child growth and development which is recommended by the Federal agencies and which administering agencies should strive to achieve.

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FEDERAL INTERAGENCY DAY CARE REQUIREMENTS

INTRODUCTION

The legislative mandates of the Economic Opportunity Amendments of 1967 require that the Secretary of Health, Education, and Welfare and the Director of the Office of Economic Opportunity coordinate programs under their jurisdictions which provide day care so as to obtain, if possible, a common set of program Standards and regulations and to establish mechanisms for coordination at State and local levels. The Secretary of Labor has joined with the Director of the Office of Economic Opportunity and the Secretary of Health, Education, and Welfare in approving these Standards. Accordingly, this document sets forth Federal Interagency Requirements which day care programs must meet if they are receiving funds under any of the following programs:

Title IV of the Social Security Act

Part A--Aid to Families With Dependent Children

Part B--Child Welfare Services

Title I of the Economic Opportunity Act--Youth Programs

Title II of the Economic Opportunity Act--Urban and Rural Community Action Programs

Title III of the Economic Opportunity Act

Part B--Assistance for Migrant, and other Seasonally Employed, Farmworkers and Their Families (These Federal Interagency Requirements will not apply in full to migrant programs until July 1, 1969.)

Title V of the Economic Opportunity Act

Part B--Day Care Projects

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Manpower Development and Training Act

Title I of the Elementary and Secondary Education Act
(Programs funded under this title may be subject to these Requirements at the discretion of the State and local education agencies administering these funds.)

These Requirements will be supplemented by a series of Federal Interagency Recommendations which are not mandatory but represent highly desirable objectives. The Requirements and Recommendations taken together constitute the Federal Interagency Day Care Standards.

As a condition for Federal funding, agencies administering day care programs must assure that the Requirements are met in all facilities which the agencies establish, operate, or utilize with Federal support. If a facility does not provide all of the required services, the administering agency must assure that those that are lacking are otherwise provided.

Administering agencies must develop specific requirements and procedures within the framework of the Federal Interagency Requirements and Recommendations to maintain, extend, and improve their day care services. Additional standards developed locally may be higher than the Federal Requirements and must be at least equal to those required for licensing or approval as meeting the standards established for such licensing. Under no circumstances, may they be lower. It is the intent of the Federal Government to raise and never to lower the level of day care services in any State.

The Interagency Requirements will be utilized by Federal agencies in the evaluation of operating programs.

Application of Requirements

These Requirements cover all day care programs and facilities utilized by the administering agencies which receive Federal funds, whether these facilities are operated directly by the administering agencies or whether contracted to other agencies. Such programs and facilities must also be licensed or meet the standards of licensing applicable in the State. Day care may be provided:

In a day care facility operated by the administering agency.

In a day care facility operated by a public, voluntary, or proprietary organization which enters into a contract to accept children from the administering agency and to provide

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care for them under the latter's policies. (The operating organization may also serve children who are not supported by the administering agency.)

Through some other contractual or other arrangement, including the use of an intermediary organization designed to provide coordinated day care services, or the use of facilities provided by employers, labor unions, or joint employer-union organizations.

Through the purchase of care by an individual receiving aid to families with dependent children or child welfare services funds for the service.

Waiver of Requirements

Requirements can be waived when the administering agency can show that the requested waiver may advance innovation and experimentation and extend services without loss of quality in the facility. Waivers must be consistent with the provisions of law. Requests for waivers should be addressed to the regional office of the Federal agency which is providing the funds. Requirements of the licensing authority in a State cannot be waived by the Federal regional office.

Effective Date of Requirements

The Requirements apply to all day care programs initially funded and to those refunded after July 1, 1968. Administering agencies are expected to immediately initiate planning and action to achieve full compliance within a reasonable time. Except where noted, up to 1 year may be allowed for compliance provided there is evidence of progress and good intent to comply.

Enforcement of Requirements

The basic responsibility for enforcement of the Requirements lies with the administering agency. Acceptance of Federal funds is an agreement to abide by the Requirements. State agencies are expected to review programs and facilities at the local level for which they have responsibility and make sure that the Requirements are met. Noncompliance may be grounds for suspension or termination of Federal funds.

The Federal agencies acting in concert will also plan to review the operation of selected facilities.

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COMPREHENSIVE AND COORDINATED SERVICES

The material which follows is, for convenience, arranged according to certain categories of activities or service. Day care works well, however, only when there is a unity to the program. The educator must be concerned with health matters, the nurse with social service activities, and the parent coordinator with helping professionals. Program design must take into account these complex interrelationships.

I. DAY CARE FACILITIES

A. Types of Facilities

It is expected that a community program of day care services will require more than one type of day care facility if the particular needs of each child and his parents are to be taken into consideration. Listed below are the three major types of day care facilities to which the Federal Requirements apply. They are defined in terms of the nature of care offered. While it is preferable that the three types of facilities be available, this is not a Requirement.

1. The family day care home serves only as many children as it can integrate into its own physical setting and pattern of living. It is especially suitable for infants, toddlers, and sibling groups and for neighborhood-based day care programs, including those for children needing after-school care. A family day care home may serve no more than six children (3 through 14) in total (no more than five when the age range is infancy through 6), including the family day care mother's own children.

2. The group day care home offers family-like care, usually to school-age children, in an extended or modified family residence. It utilizes one or several employees and provides care for up to 12 children. It is suitable for children who need before- and after-school care, who do

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not require a great deal of mothering or individual care, and who can profit from considerable association with their peers.

3. The day care center serves groups of 12 or more children. It utilizes subgroupings on the basis of age and special need but provides opportunity for the experience and learning that accompanies a mixing of ages. Day care centers should not accept children under 3 years of age unless the care available approximates the mothering in the family home. Centers do not usually attempt to simulate family living. Centers may be established in a variety of places: private dwellings, settlement houses, schools, churches, social centers, public housing units, specially constructed facilities, etc.

B. Grouping of Children

Interagency Requirements

The administering agency, after determining the kind of facility to be used, must ensure that the following limits on size of groups and child-to-adult ratios are observed. All new facilities must meet the requirements prior to Federal funding. Existing programs may be granted up to 3 years to meet this requirement, if evidence of progress and good intent is shown.

1. Family day care home 1/

   a. Infancy through 6 years. No more than two children under 2 and no more than

1/ In the use of a family day care home, there must always be provision for another adult on whom the family day care mother can call in case of an emergency or illness.

There are circumstances where it would be necessary to have on a regular basis two adults in a family day care home; for example, if one or more of the children were retarded, emotionally disturbed, or handicapped and needed more than usual care.

The use of volunteers is very appropriate in family day care. Volunteers may include older children who are often very successful in working with younger children when under adequate supervision.

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five in total, including the family day care mother's own children under 14 years old.

b. Three through 14 years. No more than six children, including the family day care mother's children under 14 years old.

2. Group day care home 2/

a. Three through 14 years. Groups may range up to 12 children but the child-staff ratio never exceeds 6 to 1. No child under 3 should be in this type of care. When pre-school children are cared for, the child-staff ratio should not exceed 5 to 1.

3. Day care center 3/

a. Three to 4 years. No more than 15 in a group with an adult and sufficient assistants, supplemented by volunteers, so that the total ratio of children to adults is normally not greater than 5 to 1.

2/ Volunteers and aides may be used to assist the adult responsible for the group. Teenagers are often highly successful in working with younger children, but caution should be exercised in giving them supervisory responsibility over their peers.

As in family day care, provision must be made for other adults to be called in case of an emergency or illness.

3/ The adult is directly responsible for supervising the daily program for the children in her group and the work of the assistants and volunteers assigned to her. She also works directly with the children and their parents, giving as much individual attention as possible.

Volunteers may be used to supplement the paid staff responsible for the group. They may include older children who are often highly successful in working with younger children. Caution should be exercised in assigning teenagers supervisory responsibility over their peers.

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b. Four to 6 years. No more than 20 in a group with an adult and sufficient assistants, supplemented by volunteers, so that the total ratio of children to adults is normally not greater than 7 to 1.

c. Six through 14 years. No more than 25 in a group with an adult and sufficient assistants, supplemented by volunteers, so that the total ratio of children to adults is normally not greater than 10 to 1.

Federal Interagency Requirements have not been set for center care of children under 3 years of age. If programs offer center care for children younger than 3, State licensing regulations and requirements must be met. Center care for children under 3 cannot be offered if the State authority has not established acceptable standards for such care.

C. Licensing or Approval of Facilities as Meeting the Standards for Such Licensing

Interagency Requirements

Day care facilities (i.e., family day care homes, group day care homes, and day care centers) must be licensed or approved as meeting the standards for such licensing. If the State licensing law does not fully cover the licensing of these facilities, acceptable standards must be developed by the licensing authority or the State welfare department and each facility must meet these standards if they are to receive Federal funds.

II. ENVIRONMENTAL STANDARDS

A. Location of Day Care Facilities

Interagency Requirements

1. Members of low-income or other groups in the population and geographic areas who (a) are eligible under the regulations of the funding agency and (b) have the greatest relative need must be given priority in the provision of day care services.

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2. In establishing or utilizing a day care facility, all the following factors must be taken into consideration: 4/

   a. Travel time for both the children and their parents.

   b. Convenience to the home or work site of parents to enable them to participate in the program.

   c. Provision of equal opportunities for people of all racial, cultural, and economic groups to make use of the facility.

   d. Accessibility of other resources which enhance the day care program.

   e. Opportunities for involvement of the parents and the neighborhood.

3. Title VI of the Civil Rights Act of 1964 requires that services in programs receiving Federal funds are used and available without discrimination on the basis of race, color, or national origin.

B. Safety and Sanitation

Interagency Requirements

1. The facility and grounds used by the children must meet the requirements of the appropriate safety and sanitation authorities.

2. Where safety and sanitation codes applicable to family day care homes, group day care homes, or day care centers do not exist or are not being implemented, the operating agency or the administering agency must work with the appropriate safety and sanitation authorities to secure technical advice which will enable them to provide adequate safeguards.

4/ No universal requirements can be established to govern every local situation. There must, however, be consideration of each of these factors in light of the overall objectives of the day care program and the legal requirements which exist, such as title VI of the Civil Rights Act of 1964 and title IV, part B, of the Social Security Act.

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C. Suitability of Facilities

Interagency Requirements

1. Each facility must provide space and equipment for free play, rest, privacy, and a range of indoor and outdoor program activities suited to the children's ages and the size of the group. There must be provisions for meeting the particular needs of those handicapped children enrolled in the program. Minimum requirements include:

   a. Adequate indoor and outdoor space for children, appropriate to their ages, with separate rooms or areas for cooking, toilets, and other purposes.

   b. Floors and walls which can be fully cleaned and maintained and which are nonhazardous to the children's clothes and health.

   c. Ventilation and temperature adequate for each child's safety and comfort.

   d. Safe and comfortable arrangements for naps for young children.

   e. Space for isolation of the child who becomes ill, to provide him with quiet and rest and reduce the risk of infection or contagion to others.

III. EDUCATIONAL SERVICES

Interagency Requirements

1. Educational opportunities must be provided every child. Such opportunities should be appropriate to the child's age regardless of the type of facility in which he is enrolled, i.e., family day care home, group day care home, or day care center.

2. Educational activities must be under the supervision and direction of a staff member trained or experienced in child growth and development. Such supervision may be provided from a central point for day care homes.

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3. The persons providing direct care for children in the facility must have had training or demonstrated ability in working with children.

4. Each facility must have toys, games, equipment and material, books, etc., for educational development and creative expression appropriate to the particular type of facility and age level of the children.

5. The daily activities for each child in the facility must be designed to influence a positive concept of self and motivation and to enhance his social, cognitive, and communication skills. 5/

IV. SOCIAL SERVICES

Interagency Requirements

1. Provision must be made for social services which are under the supervision of a staff member trained or experienced in the field. Services may be provided in the facility or by the administering or operating agency.

2. Nonprofessionals must be used in productive roles to provide social services.

3. Counseling and guidance must be available to the family to help it determine the appropriateness of day care, the best facility for a particular child, and the possibility

5/ For school-age children, it is desirable that the policies at the day care facility be flexible enough to allow the children to go and come from the day care facility in accordance with their ability to become independent and to accept appropriate responsibility. School-age children also must have opportunities to take part in activities away from the day care facility and to choose their own friends.

The day care staff must keep in mind that for school-age children the school is providing the formal educational component. The day care staff are more nearly "parent supplements." They have responsibility, however, to supervise homework and broaden the children's educational, cultural, and recreational horizons.

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of alternative plans for care. The staff must also develop effective programs of referral to additional resources which meet family needs.

4. Continuing assessment must be made with the parents of the child's adjustment in the day care program and of the family situation.

5. There must be procedures for coordination and cooperation with other organizations offering those resources which may be required by the child and his family.

6. Where permitted by Federal agencies providing funds, provision should be made for an objective system to determine the ability of families to pay for part or all of the cost of day care and for payment.

V. HEALTH AND NUTRITION SERVICES

Interagency Requirements

1. The operating or administering agency must assure that the health of the children and the safety of the environment are supervised by a qualified physician. 6/

2. Each child must receive dental, medical, and other health evaluations appropriate to his age upon entering day care and subsequently at intervals appropriate to his age and state of health. 7/

3. Arrangements must be made for medical and dental care and other health related treatment for each child using existing

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6/ While nurses or others with appropriate training and experience may plan and supervise the health aspects of a day care program, the total plan should be reviewed by a pediatrician or a physician especially interested in child health. Ideally, such a physician should participate in planning the total day care program and should be continuously involved as the program is carried out. Consultation on technical safety and environmental matters may be provided by other specialists. Individual health evaluations and medical and dental care should be carried out only by highly qualified physicians and dentists.

7/ If the child entering day care has not recently had a comprehensive health evaluation by a physician, this should be provided promptly after he enters a day care program.

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community resources. In the absence of other financial resources, the operating or administering agency must provide, whenever authorized by law, such treatment with its own funds. 8/

4. The facility must provide a daily evaluation of each child for indications of illness.

5. The administering or operating agency must ensure that each child has available to him all immunizations appropriate to his age.

6. Advance arrangements must be made for the care of a child who is injured or becomes ill, including isolation if necessary, notification of his parents, and provisions for emergency medical care or first aid.

7. The facility must provide adequate and nutritious meals and snacks prepared in a safe and sanitary manner. Consulation should be available from a qualified nutritionist or food service specialist.

8. All staff members of the facility must be aware of the hazards of infection and accidents and how they can minimize such hazards.

8/ Because day care is designed to supplement parental care and strengthen families, the agency should help parents to plan and carry out a program for medical and dental care for the children. Agencies should not make the arrangements unless the parents are unable to do so. The agency should help to find funds and services and help parents to make use of these resources. Such help may include making appointments; obtaining transportation; giving reminders and checking to be sure appointments are kept, prescriptions filled, medication and treatments administered. Educational programs and social services should be available to help families carry out health plans.

The day care agency, however, in those instances where the Federal funds are legally available to be expended for health services, has the ultimate responsibility of ensuring that no child is denied health services because his parents are unable to carry out an adequate health plan. Funds for aid to families with dependent children are not legally available for health care, but States are encouraged to use Medicaid funds whenever possible.

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9. Staff of the facility and volunteers must have periodic assessments of their physical and mental competence to care for children. 9/

10. The operating or administering agency must ensure that adequate health records are maintained on every child and every staff member who has contact with children.

VI. TRAINING OF STAFF

Interagency Requirements

1. The operating or administering agency must provide or arrange for the provision of orientation, continuous inservice training, and supervision for all staff involved in a day care program -- professionals, nonprofessionals, and volunteers -- in general program goals as well as specific program areas; i.e., nutrition, health, child growth and development, including the meaning of supplementary care to the child, educational guidance and remedial techniques, and the relation of the community to the child. 10/

2. Staff must be assigned responsibility for organizing and coordinating the training program. 11/

9/ Tuberculin tests or chest X-rays should ensure that all persons having contact with the children are free of tuberculosis. Physical and mental competence are better assured by regular visiting and supervision by competent supervisors than by routine medical tests or examinations.

10/ Special techniques for training of day care mothers in family day care homes may need to be developed. One example of such technique is the use of a "roving trainer" who would have responsibility for working on a continuous basis with several day care mothers in their own homes. Volunteers could also be used as substitutes in family day care homes to allow day care mothers to participate in group training sessions at other locations.

11/ Persons from colleges and universities, public schools, voluntary organizations, professional groups, government agencies, and similar organizations can offer valuable contributions to the total training program.

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3. Nonprofessional staff must be given career progression opportunities which include job upgrading and work related training and education.

VII. PARENT INVOLVEMENT

Interagency Requirements

1. Opportunities must be provided parents at times convenient to them to work with the program and, whenever possible, observe their children in the day care facility.

2. Parents must have the opportunity to become involved themselves in the making of decisions concerning the nature and operation of the day care facility.

3. Whenever an agency (i.e., an operating or an administering agency) provides day care for 40 or more children, there must be a policy advisory committee or its equivalent at that administrative level where most decisions are made. 12/ The committee membership should include not less than 50 percent parents or parent representatives, selected by the parents themselves in a democratic fashion. Other members should include representatives of professional organizations or individuals who have particular knowledge or skills in children's and family programs.

4. Policy advisory committees 13/ must perform productive functions, including, but not limited, to:

   a. Assisting in the development of the programs and approving applications for funding.

12/ That level where decisions are made on the kinds of programs to be operated, the hiring of staff, the budgeting of funds, and the submission of applications to funding agencies.

13/ Policy advisory committees, the structure providing a formal means for involving parents in decisions about the program, will vary depending upon the administering agencies and facilities involved.

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b. Participating in the nomination and selection of the program director at the operating and/or administering level.

c. Advising on the recruitment and selection of staff and volunteers.

d. Initiating suggestions and ideas for program improvements.

e. Serving as a channel for hearing complaints on the program.

f. Assisting in organizing activities for parents.

g. Assuming a degree of responsibility for communicating with parents and encouraging their participation in the program.

VIII. ADMINISTRATION AND COORDINATION

A. Administration 14/

Interagency Requirements

1. The personnel policies of the operating agency must be governed by written policies which provide for job descriptions, qualification requirements, objective review of grievances and complaints, a sound compensation plan, and statements of employee benefits and responsibilities.

2. The methods of recruiting and selecting personnel must ensure equal opportunity for all interested persons to file an application and have it considered within reasonable criteria. By no later than July 1, 1969, the methods for recruitment and selection must provide for the effective use of nonprofessional positions and for priority in employment to welfare recipients and other low-income people filling those positions.

14/ Where the administering agency contracts for services with private individuals or proprietary organizations, it must include contractual requirements designed to achieve the objectives of this section.

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3. The staffing pattern of the facility, reinforced by the staffing pattern of the operating and administering agency must be in reasonable accord with the staffing patterns outlined in the Head Start Manual of Policies and Instructions 15/ and/or recommended standards developed by national standard-setting organizations.

4. In providing day care through purchase of care arrangements or through use of intermediary organizations, the administering agency should allow waivers by the operating agency only with respect to such administrative matters and procedures as are related to their other functions as profit-making or private nonprofit organizations; provided, that in order for substantial Federal funds to be used, such organizations must include provisions for parent participation and opportunities for employment of low-income persons. Similarly, there must be arrangements to provide the total range of required services. All waivers must be consistent with law.

5. The operating or administering agency must provide for the development and publication of policies and procedures governing:

   a. Required program services (i.e., health, education, social services, nutrition, parent participation, etc.) and their integration within the total program.

   b. Intake, including eligibility for care and services, and assurance that the program reaches those who need it.

   c. Financing, including fees, expenditures, budgeting, and procedures needed to coordinate or combine funding within and/or between day care programs.

   d. Relations with the community, including a system of providing education about the program.

15/ HEAD START CHILD DEVELOPMENT PROGRAM: A Manual of Policies and Instructions. Office of Economic Opportunity, Community Action Program, Washington D.C. 20506. September 1967.

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e. Continuous evaluation, improvement, and development of the program for quality of service and for the expansion of its usefulness.

f. Recording and reporting of information required by State and Federal agencies.

6. The administering and operating agencies and all facilities used by them must comply with title VI of the Civil Rights Act of 1964, which requires that services in programs receiving Federal funds are used and available without discrimination on the basis of race, color, or national origin.

B. COORDINATION

Interagency Requirements

1. Administering agencies must coordinate their program planning to avoid duplication in service and to promote continuity in the care and service for each child.

2. State administering agencies have a responsibility to develop procedures which will facilitate coordination with other State agencies and with local agencies using Federal funds.

3. Agencies which operate more than one type of program, e.g., a group day care home as well as day care center program, are encouraged to share appropriate personnel and resources to gain maximum productivity and efficiency of operation.

IX. EVALUATION

Interagency Requirements

1. Day care facilities must be periodically evaluated in terms of the Federal Interagency Day Care Standards.

2. Local operators must evaluate their own program activities according to outlines, forms, etc., provided by the operating and administering agencies. This self-evaluation must be periodically planned and scheduled so that results of evaluation can be incorporated into the preparation of the succeeding year's plan.

U.S. GOVERNMENT PRINTING OFFICE 1968 O - 311-441

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Section VIII -- The Handicapped Child in the Day Care Center

No original materials were developed. Available materials follow:

Day Care #8
Serving Children
with Special Needs
Stock #1791-0176

Supt. of Documents
U.S. Government Printing Office
Washington, D.C. 20402

75¢

The Vulnerable Child
L. Murphy, E. Leiper
DHEW No. (OCD) 72-19

FREE

Children with Special Problems
A Manual For Day Care Centers
M. Dashe

Day Care and Child Development of America, Inc.
1401 K. St., N.W.
Washington, D.C. 20015

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Section IX -- Health and Nutrition

The two summaries on health concerns were provided by faculty members of The School of Public Health and the Medical School at the University of Michigan. A public health nurse tells how to observe for signs of trouble and a pediatrician gives tips on management of common medical problems of preschoolers.

Additional Materials -- Health

Project Head Start #2 Health Services	Project Head Start Community Action Program Office of Economic Opportunity Washington, D.C.	FREE
Standards of Child Health Care, Common Standards of Child Health Care, 1967-1972	American Academy of Pediatrics P.O. Box 1034 Evanston, Ill.	FREE
Day Care #6 Health Services DHEW publication No. (OCD) 72-4, 1971	U.S. Department of Health, Education and Welfare, Office of Child Development	75¢

There are innumerable free booklets on nutrition. This list of suggested snack foods was a helpful addition.

Additional Materials -- Nutrition

Food for All Pub. No. 208	League of Women Voters of the United States 1730 M Street, N.W. Washington, D.C. 20036	50¢
Project Head Start #3B Nutrition Instructors' Guide	Project Head Start Community Action Program Office of Economic Opportunity Washington, D.C.	FREE
#3C Leader's Handbook for a Nutrition and Food Course	"	FREE
#3 Nutrition	"	FREE
#30 Nutrition-Staff Training Programs	"	FREE
A Guide for Planning Food Service in Child Care Centers 1971	Food and Nutrition Service U.S. Department of Agriculture Washington, D.C.	

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Nutrition Education:
Lesson Plans
Kindergarten Through 3
January 1973

Expanded Nutrition and
Family Program
Cooperative Extension
Service of Washtenaw County
County Building
Ann Arbor, MI 48108

Nutritional Guidelines and
Menu Suggestions for
Head Start and Day Care
Centers
May, 1968

Nutrition Services
Division of Maternal and
Child Health
Department of Health and
Welfare
Augusta, Maine 04330

Section IX -- CONTENTS

Health and Nutrition

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1. Teacher Observation of Pupil's Health *

The teacher occupies a unique position in relation to pupil observation since the elementary school child spends more of his waking hours with the classroom teacher than with any other adult with the exception of his parents. The teacher is aware of his physical and emotional health as well as his academic performance. Since she sees the child each day, she is in a strategic position to detect changes that may indicate denations from health.

Teacher observation is an important means of pupil health appraisal. Making a diagnosis is not the concern of the teacher although she may need help in making decisions about the need for referral.

Formal inspections in which children parade before the teacher so she can "screen" them for physical defects, is neither necessary nor desirable. This system has been replaced by continuous informal observation which begins when the children are first seen for the day by the teacher. A quick glance, as the children arrive in class, and for those who need it, a more careful scrutiny, indicates those students who may need special observation during the day or immediate referral to the school's health service.

During the course of the days' activities, the teacher continues to note any changes in appearance or behavior of the children. Some may be lethargic or day-dreaming more than is customary. Others may be hyperactive or excessively excited over their projects and activities. A few may look sick, with pale skin and lusterless eyes, or show signs of a "cold", or even give evidence of pain or show signs of illness in many other ways. Depending upon the problem, the astute teacher will make a mental reminder of those children who need further observation. In certain instances he will make immediate referral to the nurse serving the school, and note on the health records what he has seen and the action taken. By consultation with the public health nurse, teachers may more effectively learn the signs and symptoms of what may properly be suspected as a significant deviation from normal health, and the proper method of handling the problem.

The following signs or complaints may indicate to the teacher that the child probably needs to be checked by a physician, or in the case of teeth, by a dentist to determine the cause and perhaps remedial care with appropriate recommendations to the school by the physician or dentist based upon his findings. The teacher should plan the kind of guidance and health instruction that will encourage the child to seek professional care.

*Martha Pituch

1. GENERAL APPEARANCE

a. Undue fatigue, chronic fatigue, lassitude, poor stamina, tires easily
b. Very thin, very fat
c. Rapid loss or gain in weight or failure to gain over a six month period
d. Persistent and unusually enlarged glands in neck
e. Excessive frequency of respiratory infections
f. Repeated absence because of respiratory sickness
g. Excessive breathlessness
h. Excessive pallor
i. Bluish lips
j. History of "growing pains" (joint or muscle pain)
k. Chronic lack of appetite
l. Lack of vigor and poise
m. A general "look" of not feeling well
N. Repeated, severe headaches

2. POSTURE AND MUSCULATURE

a. Unevenness in child's hips or shoulders
b. Prominence of back or shoulder blades
c. Inflexibility of joints, or stiffness
d. Peculiarity of gait
e. Peculiarity of use of hands
f. Poor posture on "standing tall"
g. Difference in size of arms, differences in size of legs
h. Poor muscular coordination, muscular rigidity
i. Poor muscle tone (flabby muscles), poor muscular development
j. Obvious deformities of any kind

3. SKIN AND SCALP

a. Unusual pallor
b. Excessive redness (flushed)
c. Eruptions or rashes, vesicles, blisters, scales, sores, ulcers, infections, boils
d. Unusual dryness or roughness
e. Frequent scratching of scalp or skin, brittle hair
f. Cracks at creases of mouth
g. Nits on the hair, lice

4. EYES

a. Crossed eyes or wall eyes (even though noticeable only at times)
b. Red and crusted eyelids
c. Reddened and inflamed eyes, watery eyes

d. Styes
e. Headaches after reading
f. Holding book too close or too far away
g. Excessive blinking, frowning, scowling, squinting
h. Covering one eye when reading, attempting to brush away a "Blur", rubbing eyes
i. Tilting head, turning to one side, or thrusting head forward
j. Reading constantly rather than playing as a normal child
k. Retarded reading development
l. Reversed tendencies in reading
m. Making apparent guesses for a quick recognition of words in easy reading materials
n. Showing inattention to wall charts, maps or blackboard lessons
o. Showing inattention in reading lesson
p. Poor alignment in penmanship

5. EARS

a. Complaints of earache, tenderness about the ear, "stuffy" or "stopped up" feeling in ear, or constant ringing or buzzing in the ear
b. Discharge from the ear; having cotton stuffed in the ear
c. Frequent picking at the ear or other evidences of irritation
d. Frequent or continuous colds, tonsillitis, or throat infections
e. Inability to hear discussions or questions readily apparent to other listeners
f. A tendency to tilt head to one side; a look of "watchful waiting"
g. Turning the head to hear
h. Often asks to have words, dictation, or assignments repeated
i. Has difficulty in locating the source of sound, i.e., look up and not know who spoke or from where the sound came
j. Makes mistakes in directions or assignments
k. Inattentiveness, excessive noiseness
l. Inability to repeat accurately things heard
m. Talking in a monotone

6. NOSE AND THROAT

a. Colds, sore throat, tonsillitis (recurring with far greater frequency than ordinarily expected)
b. Chronic nasal discharge
c. Chronically swollen, unusually enlarged glands at side of neck

d. Habitual mouth breathing while at rest, nasal speech
e. Frequent nose bleeding

7. TEETH AND MOUTH

a. Swollen gums, bleeding gums, gum boils (If severe, handle as an emergency case and refer to a dentist at once.)
b. Severe toothache
c. Broken tooth* (Handle as an emergency case and refer to a dentist at once.
d. Avulsed tooth* (Handle as an emergency case and refer to a dentist at once.
e. Spongy gums, highly inflamed gums
f. Offensive breath, poor mouth hygiene
g. Any sore in mouth that does not heal in two weeks
h. Badly stained teeth
i. Decayed teeth (cavities)
j. Irregular, protruding or crooked teeth (malocclusion)

Occlusion. The degree of normality of jaw relations (bite or occlusion) is studied with the child's back teeth tightly closed. His upper front teeth should bite slightly over the lower ones and his upper molar teeth should bit a little behind the corresponding lower teeth. Thumb sucking (in the school-age child), lip biting, tongue thrusting, and other mouth habits often produce irregularities in the occlusion of the front teeth. Children who practice these habits persistently should be encouraged to overcome them.

*Save the fractured pieces and send with the victim to the dentist.

8. SPEECH

a. Faulty rhythm of speech
b. Substitutions or omissions of certain sounds (ex: "Tat" for "Cat")
c. Poor auditory response in repeating sounds involved in phonics, word games, oral reading, spelling, etc.
d. Partial or complete loss of power of oral expression

Significance of speech defects. Abnormal variations in speech may be indicative of a hearing deficit, structural interference, abnormal speech development or emotional disturbances. Treatment of children with speech difficulties should be started early. Such problems should be discussed with the teacher, speech correctionist, the public health nurse, the physician and the family.

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9. BEHAVIOR

Teachers should become aware of the need for acquiring skill in daily observation of children's behavior. They are needed to help children understand their own behavior and their contribution to effective group living. Parents are an essential and dynamic part of this team in developing experiences for creating good personal social relationships.

To understand and help students, a teacher must understand what particular characteristics are normal for the stage of growth in question and which peculiarities are serious enough to interfere with normal development and make the "problem" student unacceptable to the social group.

a. Domineering and over aggressive
b. Unhappy and depressed
c. Over excitable
d. Overstudious, docile and withdrawing
e. Lack of confidence, self-censure
f. Poor accomplishment in comparison with ability
g. Lying
h. Abnormal sex behavior
i. Continually quarreling

Compiled by
Martha Pituch
School of Public Health
The University of Michigan

Source Material

Joint Committee on Health Problems in Education, Health Children. NEA and AMA, 3rd ed., 1961

Unpublished material prepared by C. Dale Barrett, Detroit, Michigan, March, 1958.

2. Child Care Directors Course - U of M Extension Service

by H. M. Hildebrandt, M.D.

TIPS ON MANAGEMENT OF COMMON MEDICAL PROBLEMS

I. Colds and their Complications

Signs of Viral Respiratory Illness

any combination of the following

watery, nasal discharge

sneezing

dry cough, turning to loose cough

fever sometimes first two days

Contagious the first three days or so

Subsides in 3 - 7 days

Complications

Ear infections, ear ache, or eye discharge, white or light liquid discharge from ear after several days of a cold, should be seen by physician for treatment. Not infectious.

Chest infection - deep cough, fever, breathing fast or grunting after several days of a cold, should be seen by physician (not usually infectious).

Asthma - dry cough, rapid breathing, wheeze with expiration, usually no fever; should be seen by physician for adrenalin shot.

II. Stomach Upsets - Vomiting and Diarrhea

Very contagious, two days incubation

Vomiting usually occurs first, then stomach ache, then diarrhea, which may last two to four days. Fever sometimes on the first day.

Management of:

Vomiting - feed no food or drink for three hours, then try sips of water or skim milk

Diarrhea - small frequent feedings, no fruit, vegetables or crackers.

III. Sore Throat

Signs of virus cold if associated with sneeze, sniffle or cough.

Signs of Strep Throat (needs to be treated) if associated with fever, vomiting, sore nodes under jaw, no sniffling, sneezing. Strep throat with rash is Scarlet Fever.

IV. Nose Bleeds
Compress nostrils continuously for five minutes. If still bleeding, hold nostrils for 10 minutes. If associated with fever or sore throat, may be Strep Throat.

V. Chicken Pox
Incubation - 14 days, very contagious
1st day - scattered small water blisters on red base - scalp, face, extremities.
Fever - 3rd and 4th day
Healing and not contagious after 5th day.

VII. Measles
Incubation Period - 14 days, very contagious
Fever, red throat, first day, then cough and spots inside cheeks, the clustered rash on cheek, fever, red watery eyes, watery nose, and rash. Fever lasts 5 - 7 days.

VIII. Rubella
Fever 102 and discrete speckly rash, identical to rash or other virus illnesses especially summer viruses (ECHO, Coxachi)
Proof of Rubella is illness with hand arthritis in adult women. Risk to susciptable women in the first 3 months
*Vaccine available for prevention.

IX. Summer Viruses
Fever, sore throat, head ache, with or without rash, lasts 3 - 5 days
July, August and September

X. Influenza
Virus, coughing illness - 5 day illness (fever, cough, cough Fever)
Start with headache, sore throat and fever. November, December, January.

XI. Skin Problems
Impetigo - crusting, oozing, spreading skin infection. Needs to be treated by physician.
Bug Bites - No problem unless associated with generalized hives.
Boils - Local area of tenderness, swelling with pus pocket, heals when drained. May recur, should be seen if several boils develop. Caused by staphylococci. Not influenced by treatment.

XII. Convulsion
Grand Mal - Loss of consciousness, falling with jerking of extremities, head. May last several minutes. If longer than 5 minutes, should be taken to Emergency Room. Convulsions with Fever seen in Infants; short duration and not serious.
Petit Mal - Brief, momentary lapse of consciousness, may flutter lids or drop object. Many times a day.

XIII. Breath Holding Spells (Infantile Syncope)
Seen in some children 9 months to 4 years.
Precipitated by bump on head or frustrations, followed by cry and then loss of consciousness. Not serious.

XIV. Tiredness, Listlessness
Inadequate sleep, illness, depression. Commonest causes. If hard to rouse, could be low sugar (which should be checked). Improved by feeding.

XV. Frequent Voiding
Usually seen in little girls with bladder infections. Occasionally due to drinking excess water. If craving water and losing weight, possibly diabetes (pretty uncommon).

XVI. Pinworms
Fine thread like worms around anus or in stool. Universal social disease in preschoolers. Spread anus to hand to mouth, worse in thumb suckers.
Easily treatable. Usually no problem days, but causes severe itching of anus when going to sleep. Not a health hazard.

3. SNACKS THAT COUNT *

The young child needs food for growth and health. The foods that he eats must be carefully chosen to provide the essential nutrients needed to build a strong body. The foods which are selected for the young child can help him develop positive food habits which may lay the foundation for good health throughout his entire life.

In a preschool program, the selection of "snacks that count", snacks that contribute to the child's daily nutritional intake, snacks that help his body grow strong and healthy is important. Snack foods should complement the main meals and add nourishment. Snack foods may be selected from the Four Food Groups: the Fruit and Vegetable Group, the Milk Group, the Protein Group, and the Bread Group. Foods with high sugar and fat content should be avoided.

Snack time (or mealtime) may provide opportunities for the child:

1. To enjoy food and the sociability associated with it.
2. To eat foods that contribute to meeting his nutrient needs.
3. To taste new foods to see how they look, feel, smell and taste.
4. To develop a willingness to try new foods.
5. To develop coordination using appropriate utensils.
6. To develop language through conversation with others.
7. To develop concepts such as shape, color, texture, weight, quantity, etc.

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Nutrition Section
Michigan Department of Public Health
Lansing, Michigan

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9-2-71

SNACKS THAT COUNT

FROM THE FRUIT AND VEGETABLE GROUP

Fruit Juices

Apple
Apricot Nectar
Grapefruit
Grape
Orange
Peach Nectar
Pear Nectar
Pineapple
Prune
Tangerine
Tomato
V-8

Fruits

Apple wedges
Applesauce
Appricots (fresh, canned, dried)
Banana pieces
Berries
Cherries
Dates
Grapes
Grapefruit sections
Melon wedges
Nectarine wedges
Orange wedges or wheels
Peaches (fresh, canned, dried)
Pears (fresh, canned, dried)
Raisins
Tangarine sections

Vegetables

Broccoli flower, raw
Cabbage wedge, raw
Califlower bud, raw
Celery sticks
Chicory leaves
Cucumber sticks or slices
Escarole leaves
Green Beans, raw
Green Pepper rings or slices
Lettuce leaves
Mushrooms, raw
Radishes
Romaine leaves
Rutabaga strips
Spinach leaves
Sweet Potato strips
Tomato wedges or Cherry Tomatoes
Turnip strips
Zucchini strips

Combination Juices

Grapefruit Juice - Orange Juice
Pineapple Juice - Orange Juice
Pineapple Juice - Grapefruit Juice
Apricot Nectar - Orange Juice
Pear Nectar - Grapefruit Juice
Peach Nectar - Orange Juice

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PARTY SNACKS

When it's time for a party or other celebration, take extra efforts to make snacks special.

Chunky Pretzels

Alternate frankfurter and cheese chunks on pretzel sticks.

Treasure Logs

Cut thin slices of meat and roll with a piece of mild cheese.

Black and Orange Pick-Ups

Stick cooked, pitted prunes or apricots on the end of a carrot stick.

Merry-Go-Rounds

Spoon peanut butter on a thin apple slice.

Fancy Sandwich

Cut enriched or whole-grain bread into shapes with cookie cutter; cover with meat spread or cheese spread.

Jack-O-Lantern Sandwich

Spread a round piece of enriched or whole-grain bread with cheese spread or grated raw carrot moistened with salad dressing or orange juice. Decorate with eyes and nose of raisins.

Valentine Sandwich

Cut enriched bread into heart shape; spread with softened cream cheese and decorate with pink-colored cream cheese.

Ice Cream Cone Cakes

Make batter for cupcakes (applesauce cake, pumpkin spice cake). Pour scant 1/4 cup of batter into each flat-bottomed waffle ice cream cone, filling 1/2 full. If cones are filled too full, they will not have a nice round top. Set on baking pan and bake 15-18 minutes in 400 degree oven. Cool.

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FROM THE MILK GROUP

Cocoa
Custard
Ice Cream
Milk
Puddings
Fruit Milkshakes:
  Banana
  Berry
  Peach

FROM THE PROTEIN GROUP

Cheese cubes
Cottage Cheese
Deviled Egg
Fruits and Vegetables stuffed with peanut butter
Hard Cooked Egg half
Meat slices or wedges
Vienna Sausage

FROM THE BREAD GROUP

Enriched Crackers
Graham Crackers
Enriched or Whole Grain Bread

  Biscuits
  Cornbread
  Muffins
  Rolls

USE ENRICHED CRACKERS AND BREAD TO BRING EXTRA PROTEIN

Graham Crackers with peanut butter
Whole Wheat Crackers topped with cheese cube
Enriched Saltine spread with cottage cheese
Enriched Crackers spread with egg salad
Enriched Bread Sandwich with tuna or meat fillings

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Section X -- Staff Development; Use of volunteers.

In a session on staff training, Evelyn Linden, Day Care Consultant for the United Community Services in Detroit, led the class discussion that resulted in the attached summary describing the atmosphere needed to promote staff development. Few centers represented in the course had regular staff meetings, one of the most important avenues for staff growth.

The Office of Child Development has listed competencies for workers with young children in connection with their proposed Child Development Associate Program. These are included. Finally, there is a job profile of a Head Start Teacher and Head Start Aide developed by our class participant, Sally Atchison and her staff. The list of specific behaviors helped that staff to know what was expected of them.

Additional Materials

Project Head Start #1D Training Courses and Methods	Project Head Start Office of Child Development U.S. Department of Health, Education, and Welfare Washington, D.C. 20201	FREE
#1A Recruitment and Selection	" "	FREE
#1B Evaluating Performance and Progress	" "	FREE
Day Care #5 Staff Training DHEW publication No. (OCD) 73-23	U.S. Department of Health, Education, and Welfare Office of Child Development Washington, D.C. 20201	50¢

Volunteers

Project Head Start #5 Volunteers	Project Head Start Office of Child Development U.S. Department of Health, Education, and Welfare Washington, D.C. 20201	FREE

Section X -- CONTENTS

Staff Development; Use of Volunteers

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Summary of a session on Staff Training at Course in Preschool and Child Care Administration, University of Michigan, School of Education, 1973.

1. Evelyn Linden -- STAFF TRAINING

I. What are favorable conditions for staff development?

Physical Conditions	Psychological Conditions
Good basic equipment	cooperation
enough space-comfortable space	communication
"reasonable hours"	helping people
decent wages	need and respect
fringe benefits	opportunity to move
relief time	decision sharing
planning time	opportunity for flexibility
adequate staff/child ratio	respect for individual skills
	positive reinforcement
	parent/staff communication
	staff/Board communication

II. We want to aid staff development toward:
Good feelings toward each other and children
Comfort about philosophy of the Center
Knowledge of child development
Skills in dealing with children
Willingness to be involved with children
Good reasons for working in a Center
Willingness to better self
Dealing with own problems without taking them out on children
Respect for children and other staff
Encouragement of creativity
A capacity for enjoyment
An ability to set limits and discipline (non-punitive)
An ability to communicate with parents - without hostility and competition
An ability to make decisions
Organization

Being a desirable "model" in these areas:

speech	dress
neatness and cleanliness	trustworthiness
reliability	appropriate expression of feelings
sense of humor	patience
self-worth	helpfullness
kindness	ability to complete a job
honesty	

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III. "How to" develop staff
Learning goes on all the time
Discussions such as we have had - generate with staff goals
goals, purposes, etc.
Find the time to encourage individual staff - provide
praise
Meet with staff:
During nap time at staggered intervals
whole staff by use of: volunteers, hired substitutes,
after school meetings
Allow - encourage their input

Office of Child Development
November, 1972

2. CDA COMPETENCIES

Competencies for the Child Development Associate

A comprehensive, developmental program for preschool children is one in which the total design helps children acquire the basic competencies and skills for full development and social participation, while at the same time assuring that the quality of the child's experience is emotionally satisfying and personally meaningful.

Within such a child development program, the Child Development Associate will be expected to have the knowledge and skills to be able to:

1. Set up and maintain a safe and healthy learning environment

   a. Organize space into functional areas recognizable by the children, e.g., block building, library, dramatic play, etc.

   b. Maintain a planned arrangement for furniture, equipment and materials, and for large and small motor skills learning, and for play materials that is understandable to the children

   c. Organize the classroom so that it is possible for the children to be appropriately responsible for care of belongings and materials.

   d. Arrange the setting to allow for active movement as well as quiet engagement.

   e. Take preventive measures against hazards to physical safety.

   f. Keep light, air and heat conditions at best possible levels.

   g. Establish a planned sequence of active and quiet periods, of balanced indoor and outdoor activities.

   h. Provide for flexibility of planned arrangements of space and schedule to adjust to special circumstances and needs of a particular group of children or make use of special educational opportunities.

   i. Recognize unusual behavior or symptoms which may indicate a need for health care.

2. Advance physical and intellectual competence

a. Use the kind of materials, activities and experiences that encourage exploring, experimenting, questioning, that help children fulfill curiosity, gain mastery, and progress toward higher levels of achievement.

b. Recognize and provide for the young child's basic impulses to explore the physical environment; master the problems that require skillful body coordination.

c. Increase knowledge of things in their world by stimulating observation and providing for manipulative-constructive activities.

d. Use a variety of techniques for advancing language comprehension and usage in an atmosphere that encourages free verbal communication among children and between children and adults.

e. Work gradually toward recognition of the symbols for designating words and numbers.

f. Promote cognitive power by stimulating children to organize their experience (as it occurs incidentally or pre-planned for them) in terms of relationships and conceptual dimensions: classes of objects; similarities and differences; comparative size, amount, degree; orientation in time and space; growth and decay; origins; family kinship, causality.

g. Provide varied opportunities for children's active participation, independent choices, experimentation and problem-solving within the context of a structured, organized setting and program.

h. Balance unstructured materials such as paint, clay, blocks, with structured materials that require specific procedures and skills; balance the use of techniques that invite exploration and independent discovery with techniques that demonstrate and instruct.

i. Stimulate focused activities: observing, attending, initiating, carrying through, raising questions, searching answers and solutions for the real problems that are encountered and reviewing the outcomes of experience.

j. Support expressive activities by providing a variety of creative art media, and allowing children freedom to symbolize in their own terms without imposition of standards of realistic representation.

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k. Utilize, support and develop the play impulse, in its various symbolic and dramatic forms, as an essential component of the program; giving time, space, necessary materials and guidance in accordance with its importance for deepening and clarifying thought and feeling in early childhood.

l. Extend children's knowledge, through direct and vicarious experience, of how things work, of what animals and plants need to live, of basic work processes necessary for everyday living.

m. Acquaint children with the people who keep things functioning in their immediate environment.

3. Build positive self concept and individual strength

a. Provide an environment of acceptance in which the child can grow toward a sense of positive indentity as a boy/girl as a member of his family and ethnic group, as a competent individual with a place in the child community.

b. Give direct, realistic affirmation to the child's advancing skills, growing initiative and responsibility, increasing capacity for adaptation, and emerging interest in cooperation, in terms of the child's actual behavior.

c. Demonstrate acceptance to the child by including his home language functionally in the group setting and helping him to use it as a bridge to another language for the sake of extended communication.

d. Deal with individual differences in children's style and pace of learning and in the social-emotional aspects of their life situations by adjusting the teacher-child relationship to individual needs, by using a variety of teaching methods and by maintaining flexible, progressive expectations.

e. Recognize when behavior reflects emotional conflicts around trust, possession, separation, rivalry, etc., and adapt the program of experiences, teacher-child and child-child relationships so as both to give support and to enlarge the capacity to face these problems realistically.

f. Be able to assess special needs of individual children and call in specialist help where necessary.

g. Keep a balance for the individual child between tasks and experiences from which he can enjoy feelings of mastery and success and those other tasks and experiences which are a suitable and stimulating challenge to him, yet not likely to lead to discouraging failure.

h. Assess levels of accomplishment for the individual child against the background of norms of attainment for a developmental stage, taking into careful consideration his individual strengths and weaknesses and considering opportunities he has or has not had for learning and development.

4. Organize and sustain the positive functioning of children and adults in a group in a learning environment

a. Plan the program of activities for the children to include opportunities for playing and working together and sharing experiences and responsibilities with adults in a spirit of enjoyment as well as for the sake of social development

b. Create an atmosphere through example and attitude where it is natural and acceptable to express feelings, both positive and negative -- love, sympathy, enthusiasm, pain, frustration, loneliness or anger.

c. Establish a reasonable system of limits, rules and regulations to be understood, honored and protected both by children and adults, appropriate to the stage of development.

d. Foster acceptance and appreciation of cultural variety by children and adults as an enrichment of personal experience; develop projects that utilize cultural variation in the family population as resource for the educational program.

5. Bring about optimal coordination of home and center child-rearing practices and expectations

a. Incorporate important elements of the cultural backgrounds of the families being served, food, language, music, holidays, etc., into the children's program in order to offer them continuity between home and center settings at this early stage of development.

b. Establish relationships with parents that facilitate the free flow of information about their children's lives inside and outside the center.

c. Communicate and interact with parents toward the goal of understanding and considering the priorities of their values for their children.

d. Perceive each child as a member of his particular family and work with his family to resolve disagreements between the family's life style with children and the center's handling of child behavior and images of good education.

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e. Recognize and utilize the strengths and talents of parents as they may contribute to the development of their own children and give parents every possible opportunity to participate and enrich the group program.

6. Carry out supplementary responsibilities related to the children's programs

a. Make observations on the growth and development of individual children and changes indicated as necessary to meet particular needs of a given group of children or incorporation of new knowledge or techniques as these become available in the general field of early childhood education.

c. Be aware of management functions such as ordering of supplies and equipment, scheduling of staff time (helpers, volunteers, parent participants), monitoring food and transportation services, safeguarding health and safety and transmit needs for efficient functioning to the responsible staff member or consultant.

In addition to the knowledge and experience that are essential components of "educational competencies", it is essential that the people who teach young children shall have specific capacities for relating to them effectively. From field observation of practitioners and a review of the literature, it is possible to name those qualities and capacities which are likely to be most congruent with the competencies as defined. These are essential complements to the more technical aspects of competence. The capacities listed below represent patterns of relatedness most relevant to teaching children in the early years of childhood.

--To be sensitive to children's feelings and the qualities of young thinking.

--To be ready to listen to children in order to understand their meanings.

--To utilize non-verbal forms and to adapt adult verbal language and style in order to maximize communication with children

--To be able to protect orderliness without sacrificing spontaneity and child-like exuberance.

--To be differently perceptive of individuality and make positive use of individual differences within the child group.

--To be able to exercise control without being threatening.

--To be emotionally responsive, taking pleasure in children's successes, and being supportive for their troubles and failures.

--To bring humor and imaginativeness into the group situation.

--To feel committed to maximizing the child's and his family's strengths and potentials.

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3. Teacher & Aide Profile *

I. Relationships	Teacher	Aide
A. Responsibility Defined	Education component	Assist Teacher in carrying out total program
	Nutrition program	
	Coordination of Health	
	Service Program	
	Training of Aide & volunteers	Manage classroom in Teacher's absence
	Home Visitation	
	Busing	
	Recruitment	
	Developing Community Resources	
	Helping organize center committee	
	Public Relations	
	Physical Environment	
B. Responsible to:	Director Assistant Director (delegated areas) School Administration Parents	Teacher
C. Authority	Set up class program (guidelines) Delegate aide & volunteer program Control student behavior Requisition and monitor supplies	as given by Teacher

*Thumb Area Head Start Program
Sally Atchinson, Director

II. Results

A. Goals & Activities

1. The Head Start teacher shall help prepare the pre-school child for entrance into school.
   a. Teach children to listen
   b. Provide language development exercises and experiences
   c. Give consistant directions and follow through
   d. Plan activities to enhance both small and large muscle development
   e. Familiarize children with school materials and procedures
   f. Provide socialization skills and opportunities
   g. Teach responsibility by rewarding responsible behavior
   h. Enhance perceptual development

2. The Head Start Teacher shall teach and encourage good personal hygiene habits.
   a. hand washing
   b. teeth brushing
   c. good eating habits
   d. toilet training

3. The Head Start teacher shall provide an environment and experiences to aid in development of the child.
   a. express love through physical contact with a hug, touch or smile
   b. recognize and express appreciation for each child's strengths and successes
   c. give guided opportunity for choices which will be eqully beneficial
   d. maintain control of activities to stay within child's attention span, frustration level, and physical stamina.

4. The Head Start teacher shall plan and carry out a nutrition program of
   a. plan snack experiences for nutrition and learning value
   b. provide a variety of food experiences

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c. arrange time schedule, set up procedure, and location for lunches with school administration.

d. within school limitations, strive to create an environment conducive to socialization.

5. The Head Start teacher shall provide instruction, directions and opportunities to the aide.

a. provide orientation including
   1. through discussion of policies and guidelines
   2. goals and methods chosen to carry out program
   3. concise responsibilities and duties given

b. guidance in lesson planning and teaching experience
   1. daily discussion of program and delegation of specific assignments
   2. demonstration of ways to accomplish daily objectives
   3. post review of day's activity and evaluation

c. discuss relationships to parents and volunteers
   1. give aide the opportunity to assist in training volunteers
   2. explain home calls, special problems and services out agency can provide

d. prepare aide to take over class in teachers absence
   1. be sure materials are available
   2. have reserve activities and lessons planned
   3. familiarize aide with any special procedures required

6. The Head Start teacher shall coordinate Health Program with parents, nurse, consultants and Head Start administration and maintain required health records.

a. see that health services are provided

b. keep parents informed

c. maintain safe classroom environment

d. observe and refer health problems

7. The Head Start teacher shall coordinate daily transportation and arrange special transportation

a. provide information to transportation director

b. supervise the children to and from the bus

c. keep driver informed to changes and of children's special needs

d. set up special transportation for field trips

e. try to arrange transportation for volunteers if needed

8. The Head Start teacher shall work in involve parents in the program.
   a. parents should always be welcomed
   b. parents should be informed of the need and value of volunteers
   c. referrals to appropriate social agencies should be made if needed and desired.
   d. home call visits should seek parents reaction and suggestion for the program
   e. parents should be informed of Head Start goals, organization and opportunity
   f. parents should be informed of Center Committee functions
   g. all Center Committee functions should be attended
   h. social activities should be planned through the Center Committee
   i. leadership should be provided as needed
   j. experiences should be planned which will give the parents leadership success or broaden his role in the program or community
   k. parent workshops should be planned in program components

9. The Head Start teacher shall recruit and encourage volunteer participation
   a. advertise for volunteers in the community
   b. seek specific resource people
   c. efficiently utilize volunteer services
   d. enlist help from parents or community for specific occasions
   e. give orientation to Head Start guidelines
   f. provide explanation and training in the services you request.

10. The Head Start teacher shall provide adequate, accurate reports and accounting
   a. inventory of supplies
   b. inventory of equipment
   c. attendance
   d. record of volunteer time
   e. in-kind reports

f. home call reports

g. time sheets

h. expense sheets

i. petty cash records

j. telephone calls

11. The Head Start teacher shall recruit enrollees

a. responsible to review all applications for completion before submitting to Director

b. guide aide, parents, volunteers in techniques of interviewing, required guidelines and the application procedure.

12. The Head Start teacher shall create a desirable classroom environment which incorporates the following:

a. cleanliness

b. arrangement

c. safety

d. good operating order

13. The Head Start teacher shall represent Head Start to the community favorably.

14. The Head Start teacher shall seek personal and professional growth.

a. by continuing education in the areas which will improve competence in teaching or lead to a degree

b. by literature available in professional library

c. by attending seminars and workshops

15. The Head Start teachers shall seek to develop and enhance mutually rewarding relationships with school administration and staff.

a. should be particularly acquainted with primary grades program

b. should develop communication to exchange information and ideas with kindergarten staff.

B. Evaluation

Programs will be regularly evaluated.

1. Teacher and aide should review goals and evaluate ongoing program monthly. Responsibilities or goals with less than satisfactory progress or results should be carefully scrutinized and new plans made for achievement.

2. The Head Start Director will review the entire job profile with the teacher and aide together at intervals.

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Section XI -- Parent Involvement

Although there is general agreement on the importance of parent involvement in the care and education of young children in a day care center, few centers have been successful in achieving such involvement. Dorothy Kispert and C. C. Dumbrigue, former Director and Social Worker respectively, Franklin Wright Day Care Center of Detroit, felt that working together as a team, they succeeded in effectively involving parents. Included in this section is an account of their experiences which they shared with the participants. Cleo Goldie, a Lucas County, Ohio, day care director who participated in one of the early courses, gives her suggestions for parent activities in the center.

The role of the case worker in the day care center has been thoughtfully drawn by Esther Eckstein and her 10 year old article is still timely. "Return of Mom," a recent article, is an interesting summary of early childhood programs involving parents and contains some useful hints for teachers working with parents.

Additional Materials

Project Head Start #6 Parents are Needed	Project Head Start Office of Child Development U.S. Department of Health, Education, and Welfare Washington, D.C. 20201	FREE
Parents and Teachers Together A Training Manual for Parent Involvement in Head Start Centers by Larry A. Rood	Gryphon House 1333 Connecticut Ave., N.W. Washington, D.C. 20036	FREE
The Day Care Book The Why, What and How of Community Day Care by Vicki Breithart with articles, ideas and help from the women and men of the day care movement.	Alfred A. Knopf 1974	$3.95

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1. Summary of Session on Parent Involvement--Course in Preschool and Child Care Administration, University of Michigan, School of Education.

Dorothy Kispert and Cece Dumbrigue

A. PARENT INVOLVEMENT -- GENERAL PRINCIPLES

The center they worked with had 45 children ages 2 1/2 to 6. One director, 1 head teacher, 3 other teachers, a cook, a driver and a maintenance staff, plus full-time social worker for parent contact.

Their philosophy about parents: Parents can do a good job with their children. The Center's role is to enhance the mother's relationships with the child - to support the family.

One must begin to build a trustful relationship with the parents at the initial interview.

The mother is encouraged to spend first day or half day with the child at the Center. If she says she can't because of a new job, the Director may call her employer and explain why it would really be good for him (his worker's performance) if she could start one day later.

To maximize the child's experience at the Center they try to minimize the anxieties at home.

The parent group was organized by a student in social work from Wayne State University.

She contacted every parent to see if he/she had any concerns he'd like to discuss with others.

She followed this up with a sign-up sheet for preferred hour of attendance.

B. THE GROUP EXPERIENCE WITH THE SOCIAL WORKER

Parents come with needs (for example, rushed for time - harrassed, asking how to deal with certain problems).

The workers first concern is to meet those needs.

As those needs are met, the worker will then try to make parents aware of their relationship with their children and provide parents with alternatives in child rearing, - for example in nutrition, disciplines, supportive behavior, etc.

It is imperative to meet the parents' concerns first. Parent groups cannot be specifically organized because the Center needs help (volunteers, etc.)

Center provides or helps arrange transportation and baby sitting.
"Alumni" mothers may work with new mothers.
Best if you have a staff member specifically for parent involvement, but it is important that all staff be encouraged to work with parents. The worker maintains contact with parents who don't come to meetings also.

The Director has an important role.
Showing concern and trust to parents.
Encouraging team work by staff.

A social worker is not the only one who can perform the job of working with the parents, but some mothers had real needs which the parent-leaders could not meet. The director was consultant but social work expertise is often needed.

Groups start slowly and expect only a core group to work with the caseworker. It will spread by word. Some parents won't get involved. Gather the ones who will, use them as a start. When their needs are met, they will spread the word.

Getting them together on a social basis might work. Make sure names are mentioned in the newsletter. "Marilyn T finished her hooked rug, Jody sawed his first board today" Use parents craft skills for decorating center for Christmas and monthly birthday cards. If someone is ill, everyone sign a card and send it. Someone was burned out - raised $300 for them. Raffle off donated things - and little things - kids can have a fashion show, etc. Have resource people come in (who are knowledgeable about children) - some people love to do crafts and sell them - could have a bazaar.

More important to do "people" things. Call people individually and explain what is going to be. Some meetings can sometimes meet parents needs - some concern the day care center.

Some parents need to know where to turn for certain kinds of care. For psychological problems, refer them to family doctor, child guidance, mental health, school principal. Hook them up with available resources. Build a social service directory, if there is none for your use, to help them.

Always have names, addresses, to refer them to. Use phone book for resources if necessary. The more personal contacts you have with these people, the more appropriately you can work with the parent. You might go with parent if parent has a caseworker he can't reach.

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If meeting meets only once a month, it can be a potluck - birthday parties - cookies, cupcakes - center buys a gift for each child on his birthday. Parents in one center are helping bring in treats for the morning.

The people who are being paid to attend parents meetings come where they wouldn't otherwise. One center got the money for parents who came.

One center had 3 sewing machines donated for women to mend clothing, make aprons for children.

Parents may become involved without coming to the meeting. Convey to them what happens at the meetings. If they see that their needs are met they might come. Puppets, bean bags and graduation gowns could be made in the home.

Might be a fund for workshops or field trips. Parents might go on a field trip with the children. Ask parents what areas they like to work in. When they register the child find out what crafts and activities they like.

Should not be structured, should be informal, low-keyed. Let if flow the way they want it. It is their group. If they meet a block - you might suggest or explore. You know them. If you read something in the paper that applies, bring it up. Bring someone in from Planned Parenthood or other resource people they are interested in. If they want to talk about contraception, let them - let them razz you. They love it. You build on people's strengths - find out what they are.

If a lecture at a school, suggest that you all go - learning will go both ways. This will build them up. You relate on a horizontal level. Let them teach you about their life, children, home - don't project your values on them. If you know 2 people who have the same problem, plug them into each other.

Go to the homes - be in the center - know the children. Parents/teachers/social worker/director should be a team.

Little things that happen within the center are related to the parents.

Center director starts the chain of caring, trusting, with the parents. She sets the atmosphere. It belongs to the whole family.

If a regular misses a meeting - go visit her - dress informally unless you are going to advocate for them. You deal on several different levels. The parent gets the feeling that they want to do something back. A mother who can't advocate for herself can learn how through the center.

If a teacher in center spots a problem, worker needs to visit the home. Find out in the home what happens before he gets to the center.

Work into this problem at the next parent meeting - ask questions until a parent responds with the problem and them work on it. They might be doing crafts while talking - refreshments - Let them discuss the problem.

It's possible to go to a movie with them, it is good. You may have to furnish the transportation. Wednesday is ladies' day at many theaters - 75¢ - big deal and expands their experiences. Increases warm and friendly feelings and brings them closer together.

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September 13, 1971

2. Parent Participation Activities*

These activities need not be limited to suggested locations.

AT THE CENTER

1. Hand-craft workshop for making things that are made in school. Day Care will furnish all materials.
2. Workshop on how to make a learning environment from the natural surrounding of the home. (Development of five senses and language.)
3. Patch and button committee for mending clothing of children.
4. Repair broken toys and furniture at school so children can watch.
5. Make duplicate teaching aids for teachers and home use. Aids will be used at home to continue learning experiences for the child. (Example--geometric shapes, felt pieces representing foods, people, animals, size variations, etc.)
6. Grown-up talent or art show. Creative work is displayed at Day Care Center or other available place in community.
7. Luncheon for grandparents of other members of extended family.
8. Visit center to observe.
9. Accompany teacher and children on field trips.
10. Useful activities to improve home making and parental skills.

AT HOME

1. Open canned goods upside down for play stores at home or school.
2. Save buttons, trimmings, beads and scrap items. See attached scrap list.
3. Telephone: Volunteer Service Bureaus
   National Council of Churches
   National Council of Jewish Women
   Girl Scouts
   Boy Scouts
   University Students
   Parent Teachers Association

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*prepared by Cleo Goldie, Toledo, Ohio

4. Social service workers and teachers will visit homes by previous arrangement to demonstrate simple ways for parents to help child with similar school learning experiences.

IN THE NEIGHBORHOOD AND COMMUNITY

1. Education meetings on food stamps, legal and other community services. Use of resource visitors.

2. Ask for old magazines and book for reading materials.

3. Volunteer Block Coordinator to remind parents about meetings and encourage participation.

4. Resource person selected from parent membership to be guest speaker at meeting.

5. Field trips.

6. Special training in:
   Budgeting
   Food preparation
   Child care
   Family Relations
   Basic arithmetic
   Typing

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Child Welfare, January 1962.

3. THE FUNCTION OF THE CASEWORKER IN DAY CARE CENTERS

Esther Eckstein

The function of the caseworker in day care centers is often described as "giving casework services to families." I have found, however, that this is only partially true, and unless the caseworker understands as much she is often confused about the services she does render.

"Giving caseworker services to families" echoes the major function of the traditional family agency, which has the caseworker as its primary enabling force and casework as its method. In contrast, the function of the day care center is to offer group care for children as a supplement to family life. The teacher is its enabling force, the group process its method. The fact that family casework is the special competence of the family agency caseworker does not mean that she can extend the function of an agency that uses casework as its primary method of providing service to a different type of agency. Nor can she be merely an adjunct- working in a center but not a part of it; rather, she should be integrated into the totality of the day care center's services. As such, her function is widened from "casework services to families" to "service to the day care center," with the caseworker relating herself to the dynamic interdependence of day care and casework services. Thus, the caseworker's function in relation to staff becomes as important as direct service to families- She can implement and supplement service not only by giving specialized service to parents and/or children, but also by broadening and deepening the understanding of the dynamics of behavior so that effective programming can be developed. Through demonstration, she can also interpret the strengths and limitations of casework and of community resources in general.

DIRECT AND INDIRECT SERVICE

There is often a tendency to create a false separation of caseworker/staff emphasis and caseworker/client activity, giving less importance to the former.

What appears to be two things is actually a unit, with efforts of staff and caseworker interwoven on behalf of the children and their families. Although the caseworker does have a single goal - to help parents and/or children - she reaches this by two routes: direct contact and caseworker/staff emphasis. In some instances, caseworker/staff discussion may clarify a situation enough so that the parents do not have to become involved; "fresh eyes" and "fresh ears"

point up what may have been overlooked in the daily pressures of caring for a group of children. In other instances, there is the opportunity to help staff members express grievances and irritations about a vexing child until the air is cleared for more positive planning for the child and his parents. When the parents themselves are too limited, emotionally or mentally, to use the caseworker's help, the caseworker can still be used as a source of interpretation and support to help staff understand and accept the parents' limitations.

In direct service, there needs to be a continuing flow of information-facts, feelings, strengths, weaknesses, inner and outer pressures, plans about a child and his family-between the caseworker and the staff. From this interflow, integrated planning is conceived with differential roles for the teacher and the caseworker. Where efforts are effectively interwoven it means the dynamic use of both professions, merging and separating, depending upon the particular emphasis, for the common goal of service.

Such interdependence calls for more than casework skills per se. The caseworker must be mature and flexible enough to identify with another discipline without losing sight of her own professional identity. This identification is derived primarily through a sound understanding of her own profession and through an emotional readiness to face the limitations and strengths that are evidenced in practice; she must also have a appreciation and acceptance of professional differences in working toward a shared goal.

The caseworker may find herself faced with ancient and current misunderstandings, honest confusions, and valid complaints about the casework field, along with a distorted image of herself as a person who is aloof and omnipotent and who is interested only in "problems." In reinterpreting casework specifically, the caseworker needs to be aware of the deep-rooted negative feelings between education and social work. Culturally, the caricatured social worker--humorless, unfeeling, first "poking her nose into iceboxes" and later, on a more esoteric level, "poking her nose into psyches"--faces the caricatured teacher--punitive, authoritarian, petty. Professionally, the schism has gained strength with the divergent growth of the two fields, each concentrating on its own problems of changing content and goals, with a concomitant lack of knowledge and/or understanding of the other.

Although both professions are concerned with children and families, each has tended to consider the other remiss in carrying out its expected functions. Unfortunately, confusion in implementation of these functions has led to unrealistic expectations and demands by teacher, caseworker, and community upon each other. The emphasis in progressive education on the "total child" has become fused with the psychiatric implication

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of "meeting the needs of the child" within the family orbit. Consequently, the educational function to instruct has become obscured by the emphasis on the maladjusted child, with an expectation for early case-finding and referral. With the social work field reinforcing this latter emphasis, an equation has arisen in education and in the community: referral equals treatment and cure. Obviously, for the teacher and the caseworker, the failures of this equation have bred further mutual resentment.

Although each discipline speaks of "meeting the needs of children," the caseworker must be alert to differences in concepts such as: (1) emphasis on "understanding the child" but not on self-awareness; (2) development of a working knowledge of normal variations in children's growth and behavior as experienced a group setting; (3) acquisition of techniques in the use of tangible aids-materials, equipment, and physical environment - to support and enrich the child outside of his home; (4) the numerous roles imposed upon the teacher judge, umpire, friend, dispenser of skills, etc.; and (5) interaction, not of one to one, but of child to child, child to teacher, teacher to child, group to teacher, and teacher to group, for several hours each day, with much physical, intellectual, and emotional activity that is "in the open," to be seen, heard, and judged by a variety of observers.

In addition, the caseworker must understand the meaning of programming, of "the group" and "the individual," and acquire the technique of observation. This will not only enrich her own diagnostic skills but will also enable her to be more effective in working with staff.

PROGRAMMING

Programming is the core of day care service. As casework is more than "listening to people's troubles," so programming is more than "activites." As the casework process is the entire experience of caseworker and client working together, so programming is, in its fullest sense, the entire experience of teachers and children living together daily. Programming recognizes that the child, like the client, is the sum total of his life experience; it uses clues from his verbal and nonverbal behavior to provide the kind of emotional climate and satisfying experiences necessary for his growth as an individual and as a member of the group.

Like the caseworker, the teacher uses herself as well as her skills, aware that she is an integral part of programming and that understanding behavior is not enough without being able to translate it into various program elements. Unlike casework, however, programming does not focus upon the direct one-to-one relationship between teacher and child to the exclusion of others.

The caseworker must learn to differentiate the program elements--indoor and outdoor play periods, free play, directed play, routines--any one of which may play a more important role than another for the child, the teacher, and the caseworker. Some children find the confines of a room more comforting than the temptation of outdoor space with its invitation to run and jump, climb and chase, and be more aggressive. Others may be restricted in free play but outgoing in directed play. "Routines" are routine only in the sense of their daily regularity, for conflicts among the child, the teacher, and the caseworker often become evident in the routines of eating, napping, dressing, toileting, and cleaning up. These are considered necessary social requirements, and differences in expectations between the home and the day care center can cause concern.

The caseworker adds to her diagnostic skills by learning to recognize individual play levels regardless of chronological age levels and the play level of the group itself. Sometimes immature play is because of a lack of experience with materials and equipment, emotional or physical retardation, or a combination of factors. Good programming is aware of these varying levels and involves the child as an individual as well as a member of the group. It may mean teaching a special skill to give the unsure child a sense of achievement, understanding another's need to practice self-assertion, or giving more individual support to one child. Good programming also provides the kind of group activities that offer a satisfying experience of healthy interdependence and of accepting differences without loss of cohesion.

The caseworker is heavily dependent upon programming since it should provide a sound reality-testing ground for the child, the teacher, the caseworker, and the parent. Only when a child cannot respond constructively to good programming in its fullest sense does the caseworker step in with direct casework service. When programming becomes basically weak and ineffective, diagnostic assessment of a child and his family may be distorted by what can be a natural reaction to poor programming. In such instances, neither the parent nor the child can be properly involved, for the caseworker should not be used as a substitute or crutch for continuously poor programming.

THE GROUP AND THE INDIVIDUAL

The caseworker must soon come to grips with the question, "Which comes first, the individual or the group?" and with such terms as "adjustment to the group," or "groupness." Placing the individual and the group on an either-or basis is false and dangerous. Both are intricately interdependent, with a balance that should be a shifting one as each requires more or less dependence on the other. A constant equal balance, such as when group influence dominates to the detriment of

individual growth or when individualism prevails, would prevent the necessary group cohesion. Group influence is not groupness, nor is individualism individualization.

A group is a collection of people, but groupness is the intangibility of attitudes and feelings, which are often confused with the tangibles of activity of children and/or adults doing or feeling the same thing at the same time. Groupness is a sense of belonging but not being possessed, of sharing common interests but also accepting differences.

It is an emotional climate under which, when used constructively, children and adults thrive. True groupness, however, cannot be achieved unless there is a sense of individual well-being. That is why the phrase "adjustment to the group" is fallacious; it gives the impression that the child adjusts by yielding and merging himself with his group. Actually, the phrase should be "individual growth based on a satisfying group experience." In this latter framework, the group setting becomes a means toward helping the child, first, to adjust to himself through an awareness and appreciation of his capacities and potentialities, second, to achieve the successes and skills he needs, and third, to use these as a bridge to his peers. It is on this basis of individual satisfaction, shared by and with others, that individualization and groupness develop. It is not deciding which comes first, the individual or the group, but the weighing of values to each in terms of the shifting balance of emphasis. There are many times when a child needs to be removed from the group temporarily or permanently because neither can tolerate the other or because the child has an inordinate craving for the individual attention he cannot get in a group setting.

The caseworker's function will be affected by her ability to recognize both the group's influence and the parents' influence on a child and to correlate the often differing expectations of parents, staff, community, and herself for the children in behavior and in social skills. For instance, she may forget that on a young age level group living in day care centers requires an early, superficial maturity in dressing, lining up, eating, etc., to which a child may react by being petulant and demanding at home, or that releasing an inhibited child may create havoc with his parents. She must always consider whether the child is a problem only to himself, to the teacher, to the group, or to all three, or whether a burden of guilt is being placed upon a child when the problem may lie with programming or group composition.

Unfortunately, too many of us still believe in the magical quality of "learning to get along in a group" in order to develop social adaptability. As a result, we often overlook the use of the group as a "hiding place" for those children who are social but prove to be emotional isolates

and those children who hide a burden of resignation under a so-called adjustment. It is a passivity to overwhelming forces that puts them into nurseries, day care centers, etc., denying them the right to go home or to be at home.

OBSERVATION OF CHILDREN

The first impact of observation is usually that of deafening noise. The sensitive caseworker, however, can soon learn to distinguish between happy noise and hysterical noise and to become quickly aware of the emotional climate. The second impact, which may continue at length, is the effect of certain types of behavior upon one's intellectual and emotional bulwarks. The third may be one of bewilderment in trying to see what one wants to be. Observation needs to be structured in relation to the child and his use of materials and equipment, other children and teachers. His approach to materials, the kinds of materials and equipment chosen and how they are used, the types of children approached or avoided, the roles played in subgroups, his use of the teachers, can yield important clues in understanding the child in the group. Combined with what the teachers see and hear, the caseworker can usually derive some diagnostic sketch in a relatively short time.

Observation of children needs to become a habit--watching them and talking with them as they come and go, in their rooms or out of them, wherever they are. Only in this way does one begin to experience and incorporate the wide range of normal behavior and understand something of group dynamics. One becomes used to the different tempos within an age level, to the ebb and flow from one developmental level to another, and to the uneven growth of ego and superego, with the revelations of struggle in various behaviorisms.

One very important reason for this concentration on the normal child is that teachers and caseworkers may become too focused upon "problem children": they need to have some balance restored as to who or what is the problem. Then too, like the skilled, experienced teacher, the caseworker finds that she has absorbed normal variations to the extent that, for instance, she may sense and explore further the child whose screams at play seem different from the others, or among the restless, angry children, spot the one who is "different."

SUMMARY

The broadening of the caseworker's function to "service to the day care center" stresses the necessary interdependence of education and social work, with each enriching the other through its special knowledge and skills.

For the caseworker, particularly, her emphasis with staff, which may often take precedence over direct service, gives recognition to the preventive aspect of casework through helping another discipline to meet some of the needs of children and families.

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Return of Mom

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Carter Smith

BY SARA STEIN
AND CARTER SMITH

Getting mothers involved in the learning of their own children may be the most important educational movement of the decade. The "mother knows best" kind of involvement that assumes every woman will pick up a baby and instantly "instinctively" what to do. Most women don't. In fact, it educators could issue a single message for parents in the past decade, it has been that parents have done a generally good job of messing things up. Home, and not school, has been taking most of the blame for educational failure. But ask the Office of Child Development what is the most critical ingredient of early learning. Ask community groups setting up day care centers, ask educational publishers, ask child psychologists and educators of almost any philosophical stripe. All of them will answer: parents.

The new emphasis on parent involvement rests heavily on the broken dreams of the 1960s—a decade of compensatory education, enrichment programs, "head starts," and "follow-through." There was a dream that the poverty cycle could be broken, that every child could attain his full potential. For many children, however, the discrepancy between their ability and their performance is still a gap of despair. Rich and poor remain starkly separable by IQ, reading level, and report card.

Only a few years ago the way to close the gap seemed clear. Jean Piaget's meticulous experiments had documented how experiences shape cognition from earliest infancy. Benjamin Bloom's statistical studies revealed that 50 per cent of our ability to learn is built by age four and that from then on greater effort is required for less gain—a clear case of diminishing returns and a solemn call to earlier education. Even while other research discredited the importance of early learning [illegible] interview with Jerome Kagan, [illegible] educators thought they had the keys to disparities in learning [illegible] between rich and poor children. The key was early stimulation of children through mobiles, toys, and games that had long been part of the "hidden curriculum" of middle-class homes. Another key was language. "Get me your red shirt from under the bed" tells a child more ways of thinking about both shirt and bed than "get that," the vernacular of less-articulate parents. A third key was exploratory behavior: babies investigating steps and cupboards learn more than babies confined in playpens.

It seemed logical that if schools could intervene early enough and teachers could provide stimulation, encourage exploration, teach skills, and talk a lot, the miracle would happen—intelligence would soar. And it did—or so it seemed. By intervening in a child's education by the time he was two and a half or three, schooling could raise his IQ by 5 points, 10 points, even an incredible 30 points.

By 1965 the rush into early schooling was on with the start of federally sponsored Head Start . . . until it ran smack into its own results. A controversial study by Westinghouse in 1970 cast grave doubts on the effectiveness of Head Start for many children. One by one other programs begun with bright hopes met with the same disappointment—dramatic initial gains washed out within four or five years.

One response was to begin schooling even earlier. Infant day care was started at both the community level and in the university laboratory. Again the research results supported the efficacy of earlier learning. Burton White, director of the Harvard Preschool Project, found that the period between 10 and 18 months was critical to a child's development. His studies also indicated that accurate predictions about a child's future IQ scores can be made at two years of age, and that differences between lower- and middle-class children are evident as early as one year of age.

But to confuse research findings with solutions is a dangerous business. The finding that infant learning is related to later ability does not necessarily indicate that babies should go to school. While it is true that programs for preschoolers have worked because environment does affect intelligence, it is also true that few programs have maintained gains. Environment was not conceived broadly enough: the environment that affects children for all the years of their growth is at home, not at school. A crucial ingredient has been missing. In the words of the Cornell child development authority Urie Bronfenbrenner, "Any appreciable enduring improvement in the child's development can be effected only through an appreciable enduring change in the behavior of the persons intimately associated with the child on a day to day basis." Those persons, for most children, are parents.

Early learning in school can work in a limited way, but school will never be home. The complexity of family relationships cannot be reproduced. The bond between mother and child is qualitatively different from the bond between care giver and baby. No one teacher, no one institution, will see a child from his infancy through all the years of his growth, in chicken pox and scary dreams, lost in a department store, cranky on Christmas morning, fighting for the television, laughing at inscrutable family jokes. The frequency with which mothers have to explain their child's behavior in school by referring to events at home points up the difference: the core of a child's life is his home; school, no matter how good, is peripheral to his growth.

But focusing on the home as the main center of learning unearthed almost as many problems and contradictions as did the discovery that early learning was important. Getting parents involved in the education of their young children is tricky business. Each kind of involvement has its own unique pitfalls.

Traditionally, parent involvement has meant parents' working with institutions—choosing teachers, developing curriculum, assisting with the children. Head Start was based on this sort of parent involvement, and more and more day care centers and pre-

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The first kind of parent involvement programs that are based in schools or in day care centers, are headed by the very

Problems between parents and teachers are thick with tradition. Education has dictated, and parents have believed, that school is where learning happens, that teachers know best. And so often parents, leaving their children at the kindergarten door, abdicate further responsibility for their education except to nag about homework and check report cards. Teachers, unchallenged and unhelped, have developed themselves with "omnipotence" and armed themselves with righteous love of children. Speaking at a day care workshop called Bridging the Gap Between Parent and Staff, one magnanimous gentleman said, "If teachers have 80 per cent to give and parents only 20 per cent, that doesn't make the 20 per cent less necessary." No one remarked that 20 per cent is rather less than half.

Even when every effort is made to avoid the patronizing stance of the expert, schools have found that the very act of "educating" parents to cooperate with institutions implies criticism of parents. For instance, spanking and failing are not used as means of discipline in early learning centers. Many poor families consider spanking not only necessary but virtuous. Complaints that the teacher ought to spank children when they misbehave are familiar in any center that serves the poor. If teachers and parents are to bridge any gaps the rule against physical punishment must be explained. And yet to do so is to state a belief that spanking is bad for children and, by implication, that parents who spank are bad parents. Carrying the logic further, the teacher is raising the child better than his mother can. True involvement is

You just can't barge in and tell a mother that she's raising her child the wrong way and how to do it right.

Bowlby, British child psychologist, has put it, "Children thrive better in bad homes than in good institutions."

Parent-involvement programs that are based in the home have fewer of the old structures to tear down. They can feel freer to follow the parents' lead. In the last few years at least 200 home based programs to help parents help kids have been created throughout the country. And several have shown promising results.

Dr. David Weikart of the High/Scope Educational Research Foundation worked with 67 families in Ypsilanti, Michigan, with infants 3 to 27 months old. Once a week home visitors spent time in talking with mothers about their fears and hopes for their children. Most of the mothers wanted the same thing—that their children do better than they had done. The visitors talked about things that children like to do and showed mothers how to recognize stages in the development of their child. High/Scope made videotapes of

On Long Island, New York, Dr. Phyllis Levenstein, director of the Verbal Interaction Project Mother-Child Home Program, found that "Toy Talk" home visitor programs could increase the IQs of poverty stricken children by 17 points. Teachers visit homes with commercial toys and books, show mothers play and language techniques, and leave the toys behind for mother and child to use. The emphasis is on helping the children become more articulate and self-confident, and—perhaps most important to mothers—show visible gains in kindergarten skills.

Dr. Ira Gordon, a pioneer of infant learning at the University of Florida, found encouraging side benefits from his Parent Educator program, a program that sends "parent educators" into homes to show mothers how to play helpful baby games. When the mothers saw that they could have a positive effect on their children's development, their self-esteem as women improved. A number of "graduate" mothers moved to better housing, found better jobs, and even went back to school.

Encouraged by these findings, the Office of Child Development launched Project Home Start in 1971. It is a three-year demonstration project that brings the comprehensive child-development services of Head Start into the home. Home Start is built on the premise that if home visitors can raise a mother's self-esteem by attending to her needs, helping her use community resources to locate better housing, legal counsel, or better health care, or even teaching her how to use the library—her dealings with her children will improve.

Each of the 16 Home Start projects receives $100,000 a year to serve about 80 families. A total of 2,500 children are involved—black and white, Eskimo, Navajo, migrant, Spanish speaking, Chinese, urban and rural. The home visitors are paraprofessionals—women who live near the families they serve. They point out materials in the home that can be used as educational toys or show mothers how to invent games that involve classifying, counting, or identifying objects. A Home Start program in Tennessee prepares a weekly guide for parents to use in conjunction with the *Captain Kangaroo* TV program. Other visitors help mothers evaluate newspaper food ads or aid them in preparing supper while showing them how to involve their young children in the kitchen—by noting color, textures, and shapes of food and kitchen equipment and counting eggs, spoons, and other items.

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They also talk with the mother about what she is doing to further her child's development—and how she can do it better.

"Mothers are awfully concerned about what it means to be a mother," says Ann O'Keefe, the director of Home Start. "Interest in parent education is surging because parents in all economic conditions, from a wide variety of locales and with different ethnic and cultural backgrounds, with children of all ages, are searching for support and guidance in the difficult task of rearing children in a world caught up in future shock. Many parents want to be a part of a program which supports their relationship with their children. Home Start acknowledges and builds on a significant strength and resource—the parent—and its simple, straightforward approach appears to have struck a responsive cord in today's America."

But despite hopeful signs, home-based programs are not everyone's first choice as the way to early learning. Evelyn Moore, director of the Black Child Development Institute in Washington, D.C., has criticized home programs: "From a black perspective, [one] major pitfall inherent in this [Project Home Start] family day care program [is] intervention in the positive, children-rearing methods that have existed in our homes over the years and are mainly responsible for the survival of blacks in a hostile society. . . ."

The issue here is cultural difference, but not as it pertains to parents' goals for their children. Studies show that most parents want the same things for their children: to do well in school, to get a good job, to live a fulfilling life. What does appear to be different are the techniques of communicating, of teaching, of disciplining, of interacting—that seem to hinder the development of skills in poor black children, while they help middle-class children succeed. The child-rearing techniques of middle-class whites—exploratory, verbal—are generally instrumental to their goals. The techniques of the low-income black families—authoritarian, less verbal, with an emphasis on rote learning rather than exploration—are often destructive of their goals.

If that's clear, and it is to many pros in the field, then all that seems necessary is to barge in and tell people what they're doing wrong and how to do it right. The trouble is that no one likes to be interfered with. Maybe home is where it's happening, but do we know how to get our foot in the door, or, once in, how to get a mother to sit still for a lecture on child rearing?

The task of the home visitor is not to identify deficiencies, but to find out what a mother really needs. What bugs

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Teaching Tools for Mothers

MAGAZINES & NEWSLETTERS	For more information write:
The Black Child Advocate *Monthly free with membership*	Black Child Development Institute, Inc. 1028 Connecticut Avenue, N.W. Suite 514 Washington, D.C. 20036
Mister Rogers' Letter *Monthly $2/year*	Family Communications, Inc. 4802 Fifth Avenue Pittsburgh, Pennsylvania 15213
The Open Home *Monthly $5.95/year*	159 West 53rd Street New York, New York 10019
Parents Magazine *Monthly $3.88/year*	80 Newbridge Road Bergenfield, New Jersey 07621
Sesame Street Magazine *Monthly $3.50/year*	North Road Poughkeepsie, New York 12601
Toy Review *Quarterly $2/year*	383 Elliot Street Newton, Massachusetts 02164
RECENT BOOKS	**Available at bookstores or write:**
Baby Learning Through Baby Play by Ira Gordon *Paperback $3.95, Hardcover $5.95*	St. Martin's Press 175 Fifth Avenue New York, New York 10010
How To Parent by Fitzhough Dodson *Paperback $1.25*	New American Library 1301 Avenue of the Americas New York, New York 10019
I Saw a Purple Cow by Ann Cole, Carolyn Haas, Faith Bushnell, and Betty Weinberger *Paperback $2.95, Hardcover $5.95*	Little, Brown & Company 34 Beacon Street Boston, Massachusetts 02106
Learning Through Play by Jean Marzollo and Janice Lloyd *Hardcover $7.50*	Harper & Row 10 East 53rd Street New York, New York 10022
Parent Effectiveness Training by Thomas Gordon *Hardcover $6.95*	Peter Wyden, Inc. 750 Third Avenue New York, New York 10017
Steven Caney's Toy Book by Steven Caney *Paperback $3.95, Hardcover $8.95*	Workman Publishing Company 231 East 51st Street New York, New York 10022
PRESCHOOL-LEVEL BOOK CLUBS	
Beginning Readers Program *Monthly $1.95/month*	Grolier Enterprises, Inc. Sherman Turnpike Danbury, Connecticut 06816
Read Aloud Book Club *Monthly $1.98/month*	Parents Magazine 80 Newbridge Road Box 161 Bergenfield, New Jersey 07621
Weekly Reader Children's Book Club *Monthly $1.69/month*	Primary Division Xerox Education Center Columbus, Ohio 43216
PRESCHOOL-LEVEL MAIL ORDER LEARNING PROGRAMS	
Earliest Years Programs (birth to 24 months) *$5.95/month*	EDCOM Princeton, New Jersey 08540
Games to Grow on (birth to age 6) *$1.95/month*	Grolier Enterprises, Inc. Sherman Turnpike Danbury, Connecticut 06816
FOR INFORMATION ON DAY CARE RESOURCES:	
Black Child Development Institute 1028 Connecticut Avenue, N.W. Washington, D.C. 20036	Day Care and Child Development Council of America 1401 K Street, N.W. Washington, D.C. 20005

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mothers? Certainly not their child's inability to master concepts of "same" and "different" or order objects by size, but [illegible] squabbling, teasing, [illegible]ssiness, whining, nagging, and [illegible]

A good "how to" story comes [illegible] Susan Gray of Peabody College, Nashville. In Dr. Gray's home-visitor program, a mother complained to the visitor that she was constantly fighting her two-year-old over the few possessions she owned. What little she owned was so dear to her that she could not let her child mess with it. As a result, the child's exploratory behavior was frustrated, and the relationship between mother and child was angry, exasperating, and ungiving. But the home visitor sympathized with the mother's need to have things of her own, and discussed with her its importance to her feelings about herself. With that support it was not hard for the mother to see that her daughter also might tie her feelings about herself to what she owned—except that she, unlike her mother, didn't own anything. It was a revelation for the mother to see that with she and her daughter really felt the same way. A small cache of toys and household things was given to the child, and soon she was able to leave her mother's things alone.

The lesson: there are onerous differences between a program that says, "We're interested in helping your child," and one that says, "We're interested in helping you." Anyone who seems to take sides with a mother's child—whether "expert" neighbor, mother-in-law, or home visitor—is an unwelcome guest. But anyone who is ready to help the mother—whether it is to get more free time for herself or to get a cranky child to behave in the supermarket—is bound to be invited in and even given a cup of coffee.

To some parents, both home visitors and institution-based parent-involvement programs are unwelcome. They prefer to rear their children in privacy and in their own way. But just the fact that visitors are unwelcome doesn't mean that help is unwelcome. When a series for parents called *How Do Your Children Grow?* first appeared on public television in New York, parent response was enthusiastic. Abundant mail encouraged the program's continuance. Fred Rogers of *Mister Rogers' Neighborhood* has started work on approaches to a parent education television series. And the Nassau County, Long Island, school board has developed two pilot programs for a parent-directed, child-oriented TV series called *Room to Grow*.

The Nassau County Board of Cooperative Educational Services will also soon be distributing another do-it-yourself home curriculum called "While You're At It." In the form of 200 recipe-sized cards, it shows parents everything from how to make toys and how to keep a child occupied through a long wait at the clinic, to ways to include children on household chores. The "While You're At It" cards are based on Burton White's findings that the most effective mother is the one who has learned to respond to her child in a natural way as she goes about her daily chores. Sitting down for a prescribed hour of "educational games" puts a strain on both mother and child. But working the child's education into the mother's life "while she's at it" is an easy and fun way to make learning an all-the-time event.

Involving parents in the use of standard educational toys and school materials is also becoming more popular. Recently McGraw-Hill distributed bumper stickers and helium balloons as part of a huge campaign to get parents involved in home activities using their children's own kindergarten materials. Grolier Enterprises started a toy-of-the-month program that includes parent-education materials that are not specifically related to the toys themselves.

Intuition and research are for once pointing in the same direction: "Children thrive better in bad homes than in good institutions."

As more experience is gained in working with parents, the possible combinations of home- and school-based activities multiply. The Living Room School, a school-in-the-home day care program in Nassau County, Long Island, not only uses home visitors but is also the source of "While You're At It" cards and the *Room to Grow* television pilots. The Appalachia Educational Laboratory developed a five-day-a-week children's television show in conjunction with home visitors, toys, parent publications, and mobile preschools. The cover of their brochure reads: "You might say we've developed a preschool education program for parents."

Parent-education activities are proliferating, because parents are recognizing—and admitting—that they need help in the all-important task of child rearing. The Mosteller-Moynihan assessment of the 1965 Coleman report on race and education confirmed Coleman's findings that family background is much more important in determining a child's educational achievement than is the quality of his schooling. This, along with other studies, puts a tremendous burden on parents, and particularly on mothers, to succeed where the schools apparently cannot.

It seems that a woman's responsibility as a mother is becoming increasingly confused. She is no longer accorded the status of a professional homemaker—holder of secret recipes, master of the fine seam. Her role as a mother has been denigrated as well, as though it were some lower-order occupation, mechanical and boring. And yet if she tries to raise her status by shipping her child off to nursery school and taking a job, the message of her crucial role as mother has filtered down to her just enough to cause painful guilt. By gaining more time for the very pursuits that might raise her self-esteem, it's as if she were committing the sin of child abandonment. Perhaps the most important function that a serious study of parenthood can serve is to raise child care above the level of nose wiping and squabble stopping. And if parent education starts by lending a sympathetic ear to a mother's petty gripes and big troubles, guilt will give way to the sure knowledge that a woman who feels good about herself will become a better mother.

The first baby a woman holds is likely to be her own. Inexperienced, untrained, scared, most parents are ready now to drop the romantic notion of "maternal instincts." They don't know what to do; they want to learn. And with the new movement toward parent involvement in all its kaleidoscopic forms, the means are becoming available.

Politicians are realizing that the more parents learn about the promise of early learning, the more they demand help from the government in providing universal comprehensive child care—whether it be more and better centers or in more enlightened and involved homes. As parenthood education and involvement in a child's early learning reaches American homes, more mothers will know more about children than they ever have before. As the variety of alternatives grows—home learning, family day care, child care facilities in offices and factories, home visitors, infant day care centers—more mothers will have more choices than ever before. Once she knows what she is doing, a mother will be able to turn from full-time child care to some alternative of her own choosing without relinquishing the crucial role she plays in her child's life. □

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Section XII -- Bibliography

Of the thirty odd items listed in the bibliography, there are four books we encourage directors to buy. Two are manuals on day care: Boguslawski's "Guide for Establishing and Operating Day Care Centers for Young Children" and Ryan-Jones Associates' "How to Operate Your Day Care Program." Evelyn Linden's "An Introduction to Child Development" and J. Swenson's "Alternatives in Quality Day Care" are both readable and sound in their approach to child development and quality in day care.

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American Academy of Pediatrics, Committee on Infant and Preschool

Child: Standards for Day Care Centers for Infants and Children Under Three Years of Age (23 page brochure, describing basic principles on administration, personnel, records, program, health services, nutrition and physical facilities.) P.O. Box 1034, Evanston, Illinois 60204 Quantity prices on request.

Association for Childhood Education International: Housing for Early Childhood Education: Centers for Growing and Learning (Articles of description and philosophy of housing facilities for early childhood education. Graphic sketches and illustrations from the United States and in other countries.) 3615 Wisconsin Ave., N.W., Washington, D.C., 20016, 185 pages, $1.50.

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Day Care and Child Development Council of American, Inc., 1426 H Street N.W., Washington, D.C. 20005.
The following publications are recommended as particularly useful:
1) PLANNING A DAY CARE PROGRAM, DCCDA, 1971. 15 pages, $1.50
2) RESOURCES FOR DAY CARE: Bibliography, free.
3) ALTERNATIVES IN QUALITY DAY CARE, J. Swenson. A Guide for Thinking and Planning.

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RECENT PUBLICATIONS

BEST COPY AVAILABLE

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#1	The Ways Children Learn	Available from the Government Printing Office
#2	More Than a Teacher	
#3	Preparing for Change	
#4	Away from Bedlam	
#5	The Vulnerable Child	
#6	A Setting for Growth	
#7	The Individual Child	
#8	From "I" to "We"	
#9	Conditions for Learning	
#10	Language is for Communication	

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DOCUMENT RESUME

ED 100 503 PS 007 630

AUTHOR	Axelrod, Pearl G., Comp.
TITLE	Preschool and Child Care Administration: Course Materials.
INSTITUTION	Michigan Univ., Ann Arbor. School of Education.
PUB DATE	Jan 74
NOTE	248p.
AVAILABLE FROM	Pearl G. Axelrod, School of Education, Room 2404, The University of Michigan, Ann Arbor, Michigan 48104 (Paper, $5.00)
EDRS PRICE	MF-$0.75 HC-$11.40 PLUS POSTAGE
DESCRIPTORS	Administrative Principles; *Administrator Guides; *Child Care Centers; Child Development; *Educational Administration; Financial Policy; Management Education; Parent Participation; Physical Facilities; *Professional Training; *Program Development; Program Evaluation; Recordkeeping; Standards

ABSTRACT

This collection of materials was developed for use in an administration training course for directors of preschools and day care centers. Section 1 contains a set of day care goals for young children; Section 2 includes various announcements, forms, and questionnaires used in the course; and Section 3 contains both federal and state (Michigan) licensing standards. Other sections include materials on topics such as: record keeping, financial policy, physical facilities, play activities, evaluation techniques, parent participation, and food and nutrition. (CS)

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PRESCHOOL AND CHILD CARE ADMINISTRATION

Course Materials

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Special Assistant to the Dean

PS 00 7630

January 1974

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Program in Early Childhood Education
School of Education, The University of Michigan
Ann Arbor, Michigan 48104

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INTRODUCTION

Beginning in 1971 an annual training course in Preschool and Child Care Administration has been given by The University of Michigan School of Education, in cooperation with the Extension Service. The students are usually practicing directors of day care centers and they come to the campus for a whole-day session each week for five weeks.

This kit of materials was developed as a resource for this course. As such it may be helpful to teachers, students and consultants in the field of day care administration, and to the directors of centers.

Section II contains the announcements, forms and questionnaires used in the course. The results of the questionnaires on center sizes, fees and financial problems provides a small sample of some administrative concerns of these directors.

The materials in all other sections relate to course content. They are not meant to be comprehensive on any subject. Included are materials prepared by the faculty for distribution to students and some helpful summaries that came out of small group discussions. We have also noted inexpensive publications on each subject, many of which were also distributed.

The participants who prepared and contributed the handouts are noted. To them, as well as to two colleagues who were most helpful in gathering this material, Dr. Natalie Trager and Marian Johns, goes our appreciation. Professor Jane Schwertfeger was also most helpful as consultant. Special thanks go to Luella Gregory and Linda Freed for their secretarial assistance.

Pearl Axelrod
January 1974

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Section I -- Goals of Day Care. The Director's Role.

This section contains a set of goals of day care for young children, developed in a class discussion. In addition there is a more comprehensive statement of the purposes of day care by Dr. Dan H. Cooper, Professor of Educational Administration, School of Education, University of Michigan, who served on the course faculty. A good director sets goals in concert with parents and staff. While goals are generally set in terms of children's needs, the director must also consider the needs of parents, staff, the community and keeping the center a viable enterprise. The discussion of goals led to a listing of tasks for the director, which was compiled by the class.

There follows a sensitive paper written by Sister Mary Alice Dalton, one of our students, on her role conflicts as a director/teacher. A discussion led by a director, Deloris Tillman-Seaton on policies in her center, is included.

Additional Materials

Day Care

#1	A Statement of Principles	U. S. Department of Health Education and Welfare Office of Child Development	30¢

Section I -- CONTENTS

1. Day Care Goals for Young Children 5

2. Role of the Director 7

3. Role Conflict as Director/Teacher 7a

4. A Discussion with a Director 8

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Class Discussion -- Preschool and Child Care Administration - 1972

Day Care Goals for Young Children

Meeting Physical Needs

-large muscle activity-equipment
-calisthenics for large and small motor activity (free movement)
-well balanced meals
-healthy atmosphere
-teach good health habits-cleanliness
-preventive and corrective dental and medical care (e.g. vision and hearing tests)
-balanced day of activity
-safe environment

Meeting Emotional Needs

-peer modeling-well planned games
-trained staff to recognize children's individual needs
-need for love, friendliness and warmth
-help child feel good about himself
-recognition of more serious emotional problems
-ethnic equipment and appropriate models
-treatment of child as individual
-need to trust adults
-need to be curious
-need for physical contact
-need for firmness
-light structure and guidance
-need to establish common ground

Aiding in Readiness for School

-sharing and cooperation
-teaching responsibility and independence
-mastery of tasks
-language development and learning proper word concepts
-self expression other than language
-encourage creativity, stimulating atmosphere
-cooperation between school and home
-chance to plan for self
-following directions

Letting Kids be Kids

-freedom to choose and explore
-minimum structure and rules
-freedom to cry, shout-express moods
-opportunity for energy release

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GOALS AND OBJECTIVES OF DAY CARE

Professor Dan H. Cooper
Educational Administration
School of Education
University of Michigan
March 1973

ULTIMATE GOALS OF DAY CARE

1. Income---Director and Parents
2. "Care" -- (while parents otherwise occupied)
3. "I.Q." development, intellectual background -- enrichment, concept building, verbalization
4. Academic development -- pre-reading, writing, arithmetic
5. Social development -- getting along with other children
6. Physical development -- exercise, nutrition, safety, disease protection
7. Personality development -- happiness, enthusiasm initative, eagerness to learn
8. Moral development

ELABORATION OF THE GOALS FOR "CARE" (#2 above)

1. Physical safety -- falls, sharp objects, poisons, obstructions, fire
2. Emotional safety -- persistent fear, destructive self-image, poor behavior models
3. Physical well-being -- balance of activity and rest, nutrition, diagnosis and communication to parents regarding dental and medical needs
4. Emotional well-being -- love, friendliness, warmth, acceptance, success coping with problems
5. Development -- is inevitable, but can be kept within narrow bounds, or broadened; can have unexamined goals or clear goals. See first-level, second-level, and third-level development goals.

ELABORATION OF THE GOALS FOR "SOCIAL DEVELOPMENT" (#5 above)
PURPOSES FOR PEERS

1. Can function properly with equals
2. Can function properly with larger peers
3. Can function properly with smaller peers
4. Can function properly with opposite sex peers
5. Can function properly with aggressive peers
6. Can function properly with non-aggressive peers
7. Can function properly with ethnically different peers
8. Can function properly with handicapped peers
9. With each of the peer groups, can
   (a) enter into and stay in communication
   (b) treat each peer with kindness, respect
   (c) work towards kindly, respectful treatment from each peer
   (d) direct the relationahip to desirable ends a task, play, rest, talk

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Role of the Director

(Prepared by class -- Preschool and Child Care Administration March 1973)

Prepare budget-financial reports
Write proposals/negotiate contracts
Purchasing agent/food buyer
Handle tuition
Fund raiser

Personnel director
Staff trainer/organizer
Program planner with staff
Consultant -- staff
Evaluate staff -- conduct staff meetings
Determine philosophy of center
Set tone for program
Scheduler and co-ordinator
Policy and decision maker

Understand and relate to children
Recruit children
Problem solver -- including discipline

Knowledgeable about community resources
Interpret program to community -- handle public relations
Possible consultant to community
Organize parent involvement program
Interpret program to parents
Consultant to parents
Establish health program
Record keeper: attendance/inventory/health/accidents

Current Conflicts

Role conflict as Director/Teacher

I currently function (or mal-function!) as administrator, program director, head teacher, director of staff training, maintenance supervisor, and purchaser. The different tasks often clamor not merely for equal time but also for simultaneous attention. The usual daily events sometimes leave me with a sense of frustration and inadequacy.

In the practical realm, I have recently managed to work myself out of some of the accounting and most of the purchasing; I have encouraged the professional development of our young staff of paraprofessionals by providing tuition, transportation and study materials for one class per staff member per year in a subject related to child care, as well as paying for professional memberships and workshops when possible. I spend some small amount of time looking for new sources of income for the Center, so that I can hire someone interested in part time administration.

Personally, I prioritize daily, and delegate what I can. And I look hard at the children, their needs and gifts, the best and the worst that can and does happen to them while they are in our care, and know that they are safe, happy learning and loved much -- all of which helps me to be patient with things as they are while working towards the better.

Perhaps my greatest strength is that I love what I am doing, working with small children and with others who love them, too. I enjoy the small rewards of smiles, and hugs, and confidences, and the thanks of growth. I believe these children are worth everything I have to give.

Sometimes I find that I can't be sufficiently organized and human too, so I opt for being human. I could become quite inpatient while working at one project at a time when there are many to be done -- and sometimes I do. These are the time I go back to take a fresh look at what and why and who and how, only to become more convinced of the worth of it all.

Sister Mary Alice Dalton
Director -- St. Benedict the Moor
Day Care Center
Detroit, Michigan
March 1973

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A CONVERSATION WITH A DIRECTOR

Setting Policies: Mrs. Tillman-Seaton, Director
Church of the Messiah Day Care Center
Detroit, Michigan

Q: What about the problem of collection of tuition daily where children come part-time?
A: Try giving receipts only once a week

Q: Who should be involved in purchasing food?
A: I do all buying, as director. I purchase from firms that deal with institutions and with the Eastern Market. All buying is done once a month except for vegetables.

Q: How do you supplement the payment of parents who can pay very little?
A: By counting as a contribution all of the donations plus the in-kind help we get. Be sure to count such help as:
1. free rent
2. donated equipment
3. volunteer aides
4. parent aides

Q: How many members on the board?
A: There are six on ours including me as director.

Q: What responsibilities should the board have?
A:
1. fund raising
2. contracts
3. mediator in disputes--problem solvers
4. proposals
5. personnel policies (developed with help of director)

Q: What are some starting tips?
A: I got myself a bookkeeper, a secretary and a cook right away. All started as volunteers or part-time. Now both secretary and bookkeeper are aides who work with the children when other tasks are not pressing. The cook works five hours.

Q: What kind of holidays or sick leave do you have?
A: There are two weeks vacation--not consecutive unless there is sufficient notice. Since summer is light no substitutes are generally needed. There are seven legal holidays and one floating holiday (day after Thanksgiving). There are no sick days. However, when a person is sick she is generally paid for the day.

Q: Is it necessary to have job descriptions for all employees?
A: Yes. It helps clear communication. Descriptions should be written and easily available.

continued

Setting Policies -- (cont'd)

Q: Should staff be included in policy decisions?
A: Staff members should be included in discussion of policy where possible. Policies should be written down.

Q: When do you fire an employee?
A: When he is not performing according to the job description. The director has to be a bad guy and fire someone who is not doing a good job so that you can have a good center.

Section II -- Administrative Forms; Response to Questionnaire; Course Syllabus; Problem Inventory

This section may be useful for those planning to give similar courses. Included are: notices of the course; questionnaires used to gather information about the directors and their centers; the response to one questionnaire on the centers; the course outline and an evaluation form. There is also included a list of the principal problems presented for discussion by the students in the 1971 and 1973 sessions.

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10. Problem Census -- 1973 35

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1. ANNOUNCEMENT OF A COURSE IN
PRESCHOOL AND CHILD CARE ADMINISTRATION

B420
April, 1972

The School of Education, University of Michigan announces an Extension Course, Preschool and Child Care Administration, to be given in Ann Arbor on five Fridays, May 19, 26, June 2, 9, and 16. The course will be given each Friday from 9:00 a.m. to 4:00 p.m. and will carry two credit hours. On June 9, there will be a special luncheon at which Dean Wilbur J. Cohen will speak on "Legislation for Developmental Child Care."

While this course is aimed at those persons directing operations and/or programs at full day care centers, it will also be open on a limited basis to potential directors. The course will relate to the problem areas that you, as day care directors are facing. Here are some of the questions that we will be helping you answer:

1. What can you learn about budgeting, contracts and buying that will make the job easier?
2. What records must you keep to satisfy government regulations about day care centers?
3. What are the sources of money for day care?
4. What kinds of staff do you need? How do you choose them and keep them?
5. What are the elements of a basic educational program to meet the needs of young children?
6. How can the day care center contribute to good health and nutrition?
7. What kind of community resources are available to the day care center?
8. How do you work with a Board?
9. How do you involve parents in the life of a center?
10. What are the implications of pending day care legislation?

Both graduate or undergraduate credit will be given. There will be some required assignments. Tuition cost is $64. If a grant proposal now in process is awarded, tuition costs for all class members will be paid by the Michigan Department of Social Services. You will be informed of this at a later time.

If you would like to take this course please fill out and return the attached form; it is to help us plan the course. If you need further information, contact Pearl Axelrod or Natalie Trager at Room 2404, School of Education, University of Michigan, Ann Arbor, Michigan 48104, telephone 764-7543.

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PRESCHOOL & CHILD CARE ADMINISTRATION

NAME: _____ Telephone No. _____ Soc. Sec. No. _____
(Please Print) (Area)

ADDRESS: _____
Street City State Zip

Day Care Center you are now associated with:

NAME: _____ Telephone No. _____
(Please Print)

ADDRESS: _____
Street City State Zip

Information about your Center:

	Yes	No
Is this center a non-profit organization?		

Is this center public, private? (underline one)

How many children are served?

Full-time _____ Part-time _____

	Yes	No
Do you have a sliding scale of fees?		

How many children's fees in your center are paid partially or wholly by the Department of Social Services? _____

Which of these areas are problems in your center? (Check as many boxes as apply)

Funding and budgeting	☐	Programming	☐
Staff recruiting and training	☐	Efficient management	☐
Relations with Parents	☐	Relations with Board	☐
Relations with the Community	☐		

Information about you:

What is your title in this center _____

Please check your highest educational level:

		major	#credits
High School Graduate or Equivalency	☐		
Some college work	☐		
Associate Degree	☐		
Bachelor's Degree	☐		
Graduate Degree	☐		

	Yes	No
Have you had courses in early childhood education?		

If so, how many? (circle one) 1-2-3-4-5-more than 5

What is your length of experience in day care or a related field?

_____ # months _____ # years

What is your length of experience as Director of Assistant Director in day care?

_____ # months _____ # years

Please read the following before signing this application.

I plan to attend. I need, do not need, (underline one) financial assistance.

Signature _____

Date _____

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3. QUESTIONNAIRE ON CENTER

March, 1973

QUESTIONNAIRE - B420 - PRESCHOOL AND CHILD CARE ADMINISTRATION

I. Some information about your day care center:

A. What type of license do you now hold?
____Regular
____Provisional

B. Are you certified as meeting:
____The Federal Interagency Standards for day care?
____The State Standards for day care?

C. What is your licensed capacity?
____

D. What is your current enrollment?____
____Full-time
____Part-time
What is your average daily attendance?____

E. For what age group do you provide services?
____Under 2 1/2 years
____2 1/2 to 3 1/2 years
____3 1/2 to 5 1/2 years
____Over 5 1/2 years

F. What are your usual hours of operation?
____Opening time
____Closing time

G. Number of days open per week?_____
Number of months open per year?_____

H. Do you ever provide:
____Night care
____Twenty-four hour care
____Weekend care
____Holiday care

II. Provide a copy of your budget for 1972-73. If available give actual and estimated costs. You may use attached budget format.

III. Sources of Funds. Check those which apply to your center.

A. Fees
____Department of Social Services
____Parents
____Scholarships
____Churches
____Unions
____Donations

B. Subsidies
____Federal government
____State government
____Local government

C. Donations
____Church
____Foundations
____Fund raising drives
____United Community Fund
____Unions
____Other

IV. Fee Schedules and Assessment:

A. As part of your fee schedule do you have different rates for part-time, full-time, and drop in children?
____yes
____no

B. Indicate your weekly rates for:
____Half day
____Full day
____Other

C. Indicate your daily rate for:
____Half Day
____Full day
____Other

D. Do you currently charge for days when a student is absent?
____Yes
____No

If yes, is there a cut off point for number of days charged for:
____Yes ____No

If there is a cut off point, what are the number of days?
____

E. What percentage of your total enrollment must be present in a thirty day period for you to meet your minimum operational expenses?
e.g. 70%, 80%, 90% . . .
____Show round figures only

F. Do you have a sliding scale of fees?
____Yes
____No
If yes, describe how it accounts for siblings, ability to pay, part-time care vs. full-time, etc. If possible, please enclose a copy.

V. Is money a problem in your center?
____Yes
____No
If yes, use the remaining space to describe your financial status.

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4. RESPONSE TO QUESTIONNAIRE
Preschool and Child Care Administration
B420 March, 1973

22 Centers Responding

Type of License now held		Age Group Served	
Regular	17	2 1/2 to 5	2
Provisional	2	2 1/2 to 5 1/2	5
Does not apply	2	2 1/2 to over 5 1/2	8
No response	1	Under 2 1/2 to 5 1/2	4
		Under 2 1/2 to over 5 1/2	3

Certificate	
Federal Interagency Standards	11
State Standards for Day Care only	9
Does not apply	2

Licensed Capacity	Current Enrollment	Full Time	Part Time	Average Daily Attendance
40	28	16	12	20
25	24			20
60	60	52	16	54
45	40	40		40
107	127	42	85	78
18	18	17	2	10
30	30	30		
100	104	86	22	85
*450	464	389	75	
*450	464	289	75	
*450	464	289	75	
*450	464	289	75	
120	120	120		101
56	73			38
35	75			35
45	45	45		35-40
20	25	15	10	17
19	10	2	8	5
60	20		20	20
drop-in center			350	45 a.m. 20 p.m.

*12 buildings with 20 classes

Usual Hours of Operation	
6 or 6:30 a.m. to 6:00 p.m.	0
9 to 11:15 a.m.	1
7 or 7:30 to 5:30 or 6 p.m.	8
7:30 or 8 to 4:00	2
6:30 a.m. to 11:00 p.m.	1
8:45-11:45 and 12:45-3:45	1
Home care, 24 hours where needed	1

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RESPONSE TO QUESTIONNAIRE
Preschool and Child Care Administration
B420, March 1973

Number of Days Oper. Per Week

7 days	1
5 days	20
2 days	1

Number of Months Per year

9 months	1
12 months	21

Extended Care

None	11	
Some holidays	7	
Some nights	1	
Some week-ends	2	
Nights, 24 hour, week-ends and holidays	1	(home care)

Sources of Funds

Parents and fund raising drives only	5
D.S.S. and parents only	3
D.S.S., parents, Model Cities and Head Start	5
Head Start and Federal Government only	1

D.S.S., Parents, and:

Scholarships	Federal Gov't	State Gov't	Local Gov't	Church	Foundations	Fund Drives	United Community Fund	Other
*	*			*		*		
	*	*						
	*						*	*
	*							
	*	*	*	*	*	*		*
	*	*		*		*		

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RESPONSE TO QUESTIONNAIRE
Preschool and Child Care Administration
B420, March 1973

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Fee schedule and assessment:

Weekly Rate		Daily Rate	
Half-day	Full-day	Half-day	Full-day
20.00	30.00	6.00	7.00
	30.00		6.00
15.00	25.00	3.00	6.00
8.50			
15.00	25.00	3.00	5.00
15.00	30.00	3.00	6.00
20.00	30.00	4.00	6.00
	22.50		4.50
19.00	26.00		5.25
14.25	28.50	2.85	5.70
14.15	28.50	2.85	5.70
14.15	28.50	2.85	5.70
14.25	28.50	2.85	5.70
	30.00 (sliding scale- min. 6.50)		6.00 min. 1.30
	30.00	3.50	7.00
	30.00	3.75	6.50
12.50	25.00	2.50	5.00
7.50-10.00	15.00-20.00	1.50 (or more if not D.S.S.)	3.00

SUMMARY

Weekly rates for 5 half-days
7.50 to 15.00 per week

Weekly rates for 5 full-days
15.00 to 30.00
(sliding scale goes lower)

Daily Rates
Half-day $1.50 to $6.00 per day
Full-day $3.00 to $7.00 per day

Do you currently charge for days when students are absent?
4 No
6 Yes, with no cut-off point
11 Yes, cut-off point from 1 day to 2 weeks (generally 3 days)
1 Yes, cut-off point one month

What percentage of your total enrollment must be present in a 20 day period to meet your minimum operating expenses:
No response 12
50% - 1 70% - 2 75% - 1 80% - 3 90% - 1 100% - 1

Do you have a sliding scale of fees?
11 Yes (4 for Model Cities children only)
7 No

Is money a problem in your center?
16 Yes
6 No

RESPONSE TO QUESTIONNAIRE
Preschool and Child Care Administration
B420, March 1973

Selected Comments

"We have just opened and enrollment is not up to full"

"$5,000 short for this year"

". . .everything has been borrowed--resulting in tremendous bank notes to be met each month . . . the actual business itself is doing very well at this point, being only 1 1/2 years old, but the initial overload of expenses consumes everything that might be considered a profit, and more."

"Money is not a problem in the sense that we are concerned as to whether we can stay open or not, but is is always a problem in that we want very much to increase salaries and hourly rates and to provide more and better equipment."

"We do not have enough to provide the quality Child Development Program which we feel children should have."

"Our biggest problem at the moment is that we have a lot of our money outstanding (accounts receivable) mostly due to late payments on ADC . . . very expensive building . . . maintenance high."

"The minimal fees that are charged do not permit an adequate salary."

"Would like a grant for an outside fire exit in order to increase license capacity."

" . . . a new center and not yet financially secure."

"Because of the lack of a certified director, the center is not operating at capacity. This will be the first step in alleviating one aspect of the problem. The church has been supporting the center through its monies."

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5. PRESCHOOL AND CHILD CARE ADMINISTRATION
Syllabus -- B420 -- Winter 1973

PHILOSOPHY

The goal of healthy development of the young child will be facilitated by an efficient and meaningful administration of the center where he spends the majority of his waking hours. Such an administration includes an informed director, a trained or learning staff, parents who are part of the program and a supporting community. It is the director's job to work toward these goals. This course may show how.

GOALS

1. To provide specific facts about the day-to-day operation of child care centers, with reference to financing, accounting, fees and contracts, insurance and licensing requirements, equipment, environment and other "house-keeping" matters.

2. To provide information on the use of space and program development to meet the needs of young children. Sessions will be structured so that usually an academic person and a practitioner are teamed to present both theory and practice.

3. To provide a forum for discussion of problem areas in center day care and an opportunity for problem solving by the use of small groups.

All meetings in room 1322, School of Education Building

Session 1: Wednesday, March 14, 1973, 8:45-11:45 a.m.

INTRODUCTION TO COURSE

Registration

Introduction of class members and description of Centers

Purposes and Goals of Day Care

Small group discussions:
Topic: Common problems for administrators

Profile of a Director

Staff: Pearl Axelrod, Dan Cooper

Session 2: Wednesday March 14, 1973, 1:00-4:00 p.m.

INCOME AND EXPENDITURES

Funding - accounting - costs

Small group discussions - select one
Topics:
1. Accounting and bookkeeping
2. Costs
3. Purchasing

Break

Small group discussions - select one:
Topics:
1. Accounting and bookkeeping
2. Government funding sources - Writing proposals
3. A banker's evaluation of a day care loan request (Loans and credits)

Staff: Russ Wilson

Small Group Leaders: Pearl Axelrod
Dan Cooper
Thomas Johnson
Pat Lampros
Robert Lepsig
Don Weatherspoon

Session 3: Wednesday, March 21, 1973, 8:45-11:45 a.m.

THE BUSINESS CYCLE - STEPS IN A FINANCIAL PROGRAM

Practical application of business practices

Small group discussions - select one:
1. Budget building and management
2. Reporting and record-keeping
3. Insurance (liability, accident protection for children, theft, fringe benefits)

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Session 3 continued

Break

Small group discussions - select one

1. Budget building and management
2. Reporting and record-keeping
3. Problems facing the small business

Staff: Dan Cooper

Small group leaders: Russell R. Eavey
James Hunt
James Mitcham
Don Weatherspoon

Session 4: Wednesday, March 21, 1973, 1:00 - 4:00 p.m.

OPENING A DAY CARE CENTER AND KEEPING IT OPEN

Government - Licensing and Standards
Role of the State Consultant

Setting Policy - Working with Boards

Break

Small Group discussions - select one:

1. Problems in licensing
2. The director and the board
3. Let's compare policies

Reports from small groups

Staff: Shirley Daly, George Mills

Small group leader: Deloris Tillman-Seaton

Session 5: Wednesday, March 28, 1973, 8:45-11:45 a.m.

PROGRAM, CURRICULUM, EQUIPMENT

"The Creative Curriculum: One 'Model' or 'Smorgasborg"

Break

Small group discussions - select one:

1. Planning your program
2. Choosing and using indoor equipment
3. Use of outdoor space and equipment

Report from small groups

Staff: Jane Schwertfeger

Small group leaders: Barbara Banet
Marian Johns
Thelma Valenstein

Session 6: Wednesday, March 28, 1973, 1:00-4:00 p.m.

STAFF TRAINING

Training Your Staff - A Demonstration
Topic: Discipline

Break

Small group discussions - select one:

1. Meeting individual needs of children
2. Staff training
3. Multi-ethnic approaches
4. The handicapped child in the classroom

Reports from small groups

Staff: Evelyn Linden

Small group leaders: Sandra Berman
Carol Millson
Brenda Taylor

Session 7: Wednesday, April 4, 1973, 8:45-11:45 a.m.

SELECTING AND KEEPING STAFF

A group experience covering morale and staff conflict, productivity and incentive, work assignments, para-professionals and professionals.

Staff: Dorothy Kispert
Curtis Van Voorhees

Session 8: Wednesday, April 4, 1973, 1:00-4:00 p.m.

PARENT INVOLVEMENT

Parent Involvement: Philosophy and Research Findings

Break

Small group discussions -- select one:

1. Problems of the working parent
2. Use of the social worker with parents
3. Parents as board members

Staff: C. C. Dumbrigue, Dorothy Kispert

Small group leader: Teressa McAdoo

09023

Session 9: Wednesday, April 11, 1973, 8:45-11:45 a.m.

HEALTH AND NUTRITION

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The group will divide into two sections:

1. "Goals for a health program; health practices and education"
2. "Nutrition needs; role of the cook; food and learning"

Each section will participate in both of these topics at one time or the other.

Staff: Mark Hildebrandt
Frances Larkin
Emmy Lou Smith

Session 10: Wednesday, April 11, 1973, 1:00-4:00 p.m.

Content to be determined by class members

Possible topics: Community Relationships and resources
Recruitment of children
Use of volunteers

6. Assignments

1. The original package of materials you received listed your first assignment, due March 21. You are to provide a budget for your Center for fiscal year 1973-74. You may use the sample format or one of your own. If you are not part of a center, you may prepare a budget for any agency with which you have contact.

2. During the remaining four weeks there will be 19 small discussion groups, as listed in your syllabus. You are to choose 1 group to which you will become a supplementary resource person, along with the leader. You may present a brief report to the group or submit a written report. You should examine the resources on that problem and present these and your ideas on the subject that would be helpful to group members. Reference books on most of the subjects will be available in the Media Center, room 3014, hours 8:00-6:00, Saturday, 9:00-12:00. Sign up for the group of your choice today. Let us cover all the groups before we assign two persons to a group.

3. Present and discuss a problem in the administration of day care, if possible from your own experience. If you have solved it describe the process and the resources that helped you do so. If you have not solved it describe your attempt and your next steps. If the content of this course affected your problem solving in any way please indicate how. Due April 11. - At least 300 words.

00030

7. Films Shown

The following movies will be shown during the lunch hour, in room 2224, on the second floor. You are invited to view the ones that interest you while you have your lunch.

March 14: Early Expressionists

March 21: Jenny is a Good Thing
Parents and Staff Together - (film strip and record)

March 28: Parents are Teachers Too
Discipline and Self Control

April 4: Organizing Free Play
Quality Day Care: The Quest for Quality (film strip and record)

8. EVALUATION OF COURSE B420 -- FORM AND RESULTS

April 1973

Please check the line which applies to you:

a. I am employed in a Center as
   A Director 11 (including one owner, one director-to be)
   An Assistant Director 2
   A Head Teacher 5 (2 also are unit coordinators)
   Other 4 (supervisor, co-ordinator-teacher Head Start; consultant; department head)

b. I am a graduate student 8 (in addition to one of the above)

c. I am not a graduate student and am not employed in a center 1

1. How did you find out about the course? (Check appropriate answer)
   Was on mailing list 9
   Through agency recommendation 5
   From a friend or colleague 2
   Other (Please specify) Mrs. Axelrod; My director; Jean Brown's Newsletter (2); Notice of Education School; Course list

2. What factors motivated your attendance? (Check as many as apply)
   Professional self-development 20
   Possibility of salary increment and/or promotion 2
   General interest in the subject area 10
   Pressure by superiors in agency or by Board
   Other (Please specify) To become prepared for future opportunity in directing day care center; did not have enough professional knowledge; had credit needs but this did not dictate my choice

3. Was academic credit a special incentive for taking the course?
   Yes 14 No 7

4. Was it necessary to hire additional staff at your center to cover your absence?
   Yes 7 No 14

5. What costs of the course are being covered by your center? (Check as many as apply)
   a. Tuition 13
   b. Texbooks 1
   c. Travel 11
   d. Incidentals 2 (per diem)
   e. None 8

6. Would you have preferred another time arrangement for the course?

   Yes 7 No 14

7. If you answered "Yes" to question #6, check your preference from this list:
   a. I would have preferred a solid week on campus 2
   b. I would have preferred 3 hours a week for 10 weeks 1
   c. Other (Please specify) a later starting time because of long drive; evenings; first half of term: 6 weeks for 6 hours on Wed.: 8 hours too long (2); summer workshop

PLEASE READ THE FOLLOWING EXPLANATION CAREFULLY BEFORE YOU GO ON.

Items 8 through 18 are to be answered by circling the figure on the right which best describes your reaction to the statements made. Example: The figure "1" means you "strongly agree". The figure "5" means you "strongly disagree." If you are undecided or don't feel much one way or the other, circle the figure "3".

	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
8. The amount of time allotted to cover the material was sufficient	2	12	4	2	
9. The class size was conducive to learning	8	12			
10. The content of the course was well organized	8	9	2		
11. The course gave me many new ideas	11	7	3		
12. The subject matter was up-to-date	10	6	1		
13. I like the small group format	14	4	2		
14. I think there should have been fewer groups to choose from	1	3	6	6	3
15. The course satisfactorily met my expectations	3	10	6	1	
16. The course gave information which will be useful in my work	10	7	4		
17. The chance to talk with other Child Care Directors was a very important aspect of this course	16	4			
18. The handouts of material were generally helpful	13	7			

Some of you may have been pleased or displeased with certain aspects of the courses. We anticipate offering the class again in the future. Please help us make improvements by commenting on the back, on lectures, discussions and small-group experiences listed below. We would appreciate you giving this serious consideration. Please comment only on the small groups with which you were involved.

	Excellent	Good	Adequate	Fair	Poor
SESSION 1:					
Full-group presentation - Purposes and Goals of Day Care - Cooper	5	2	1	1	
SESSION 2:					
Full-Group: Funding - accounting - costs Wilson	4	3	3	2	
Small Groups: Accounting & Bookkeeping Wilson	1	4	2	2	1
Costs - Cooper, Axelrod		4		1	
Purchasing - Witherspoon, Lampros	3	4	1	2	
Government funding sources Lepsig	1	3			1
A banker's evaluation Johnson			4		
SESSION 3:					
Full Group: Practical application of business practices - Cooper	1	8	2	1	
Small Groups: Budget Building and Management - Weatherspoon	4	7		1	
Reporting and Record-keeping Mitchum	1	3			
Insurance - Hunt	1	6			
SESSION 4:					
Full Group - Licensing standards, the State consultant - Daly	5	9			
Job of the Director - Axelrod	7	7			
Small Groups: Problems in licensing - Daly	3	2			
Let's compare policies - Education the board - Tillman-Seaton	1	3	3	1	

	Excellent	Good	Adequate	Fair	Poor
SESSION 5:					
Full Group: The Creative Curriculum: One Model or Smorgasbord - Schwertfeger	3	8	2		
Small Group: Planning Your Program - Johns	3	6			
Indoor and outdoor equipment - Bonet	1	3	1		
SESSION 6:					
Full Group: Training your staff - a demonstration - Lyndon	1	7	2		2
Small Group: Individual needs/multi-ethnic approaches - Berman, Taylor	1	5	2		1
Staff training/the handicapped child - Lyndon, Millsom		3	2	1	
SESSION 7:					
Full Group/Small Groups - Selecting and Keeping Staff - A group experience emphasizing the "positive". - Van Voorhees	12	2			
SESSION 8:					
Full Group: Parent involvement: Philosophy and Research - Kispert, Dumbrigue, McAdoo	6	5			
Small Group: Problems of the working parent/Parents as board members - Kispert, McAdoo	2	3	3		
Use of the social worker - Dumbrigue	3	2			
SESSION 9:					
Health - Hildebrandt	8	3	3	2	
Nutrition - Larkin, Smith	5	5	3		

Thank you for your help. Please give this to Marian before you leave today.

00036

9. PROBLEM CENSUS DRAWN UP BY CHILD CARE DIRECTORS COURSE 1971

Problems:

-Funding - how to apply - where?
-Where to get money for building?
-Can we accept a child slightly under 2 1/2
-Funding for milk
-How much bookkeeping necessary to satisfy governmental regulations?
-Governmental requirements for facilities? Other requirements.
-Plan a budget for a center with low enrollment
-Duties of directors
-What types of service should a center provide
-Sliding scale for fees
-Budgeting for materials
-Transportation

-Inservice training
-Control of political situations i.e. interpersonal conflict within staff
-How do you fire a middle aged black woman when you are a white teacher and your population is predominantly black?

-Mental health and day care - materials

-Using substitutes - volunteers
-Providing sick leave and other staff benefits
-Inservice retraining - training staff who have had their education in different areas
-Professional consultation to individual members of staff
-Staff turnover when one depends on neighborhood youth workers and students
-Minimum and maximum salary scales
-Shortage of staff
-Personnel job descriptions
-Hiring of men
-Licensing and qualifications for different jobs
-Exchange programs for staff
-How to communicate with staff
-Improving program
-Teacher planning time
-Guidelines to discipline and behavior control - materials on these problems
-What is acceptable behavior?
-How much time should be open in direct teaching?
-Equipment - how long should it last?
-Educational programs for children

Problems:

-Curriculum planning
-Shortage of space
-Use of different types of structures
 i.e. old hotel
-Program assistance - cost of?
-Workable age range of children
-Evaluation of children - where are they -
 how do they progress?

-Parent involvement
-How do you get good staff in an "anti-educational"
 community? (unwillingness to pay for it)
-Resources and suggestions for serving after-
 school children in centers
-How do you recruit children?
-How do you deal with Board of Directors?
 i.e. they know little about day care and make
 inappropriate suggestions.
-Day care problems when you are in a church
-How do you deal with parents generally and
 singly?
-Mobilization of resources, financial and other
-How to set up a non-profit center other than
 child related
-Relationship with sponsoring agency
-Conflict between public school and day care
 center
-How do you communicate with sponsor?
-Day care - supplement or substitute for kinder-
 garten
-Parent-teacher conferences for each child - how
 do you manage this?
-Use of title 4A monies
-What big business centers will do to private
 centers
-Limits of size
-Experimental centers for infants
-How to expand i.e. move to another building
-Why does State use Centers as guinea pigs?

10. PROBLEMS LISTED BY CLASS MEMBERS OF PRESCHOOL AND CHILD CARE ADMINISTRATION B420, March 1973

Steps to open a Center
Licensing requirements for infants
Financial concerns:
- How to keep Federal funds/or find alternatives
- Limited number of programs that meet Federal funding requirements
- *Sources of funds
- Working within a limited budget - making choices
- *DSS per diem too low/late arriving/certification gap
- Irregular attendance vs. constant costs
- Financial stability while maintaining goals and standards

Insurance needs/costs/unemployment compensation

Staff:
- Government sources
- Volunteers
- Finding good staff at prices we can pay
- Wages/salaries/benefits/retirement
- Unions?
- Morale
- Getting staff to do what we want
- *Training methods and time involved
- Staff hours and breaks
- Can an aide open/close a Center?
- Substitutes: how and where to get them

Communication network for directors
Sharing facilities with other groups/individuals
Educating your Board and/or employer
*Involving parents
Community involvement and resources
- (referrals, mental health)

Program scheduling
Food:
- What to get for how much/quality/government surplus

*indicates the problems most frequently cited

Section III -- Licensing Standards

Early in the course there is a presentation by a state licensing consultant for day care. This helps to break down barriers between the directors and licensing agency. Included here is the current Michigan act under which day care is licensed, Michigan Standards and Requirements for Licensing, Fire Inspection Rules and the Federal Inter-agency Day Care Requirements. All are in the process of revision, but they are useful examples of such materials. Also included are the forms which the operator has to fill out for application and renewal of license.

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2. Act 116 . . . . . 42a, b, c, d, & e

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4. Day Care Centers Inspection Guide -- Fire Marshall Division 58

5. Federal Interagency Day Care Requirements 63

6. Michigan form reply on Day Care Licensing 88

7. Financial Statement form for Day Care Center or Nursery School License and Certification 90

8. Financial Statement for Waiver 93

09041

1. Act 47

Pertaining to-

CHILD-CARING INSTITUTIONS
CHILD PLACING AGENCIES
FOSTER HOMES FOR CHILDREN
MATERNITY HOMES FOR UNMARRIED MOTHERS
HOMES FOR HANDICAPPED CHILDREN
SUMMER CAMPS FOR CHILDREN
DAY CARE CENTERS
NURSERY SCHOOLS

State of Michigan
Department of Social Services
Lansing, Michigan 48926

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Act 47, P.A. 1944, First Extra Session
Being Sections No. 722.101 - 722.108, C.L. 1948
As Amended by Act 97, P.A. 1951, Act 185, P.A. 1952,
Act 183, P.A. 1961, Act 179, P.A. 1965, and Act 290, P.A. 1968

An act to provide for the licensing of child welfare agencies and for the regulation and supervision of the care and placement of minor children in the private homes of persons unrelated to them; and to provide penalties for the violations of the provisions of this act.

722.101 Child welfare agency; definitions. M.S.A. 25.358(1)

Sec. 1. Any agency or institution not a governmental unit having as 1 of its functions:

(1) To receive minor children for care, maintenance, training or supervision, and notwithstanding the fact that the care includes educational instruction, but excluding boarding schools which are deemed agencies or institutions accepting for board, care and instruction of 5 or more children under the age of 16 years; or

(2) To receive minor children for placement in a family home with a view toward adoption or for other foster home care; or

(3) To care for unmarried mothers and their children; shall be deemed to be a child welfare agency.

Any private home in which 1 or more minor children are given care and supervision, including a home where the child or children work whether or not such child or children receive a consideration for such work, for periods of 4 or more hours a day for 4 or more days a week for 2 or more consecutive weeks, unattended by a parent or legal guardian, except children related to an adult member of the household by blood or marriage, shall be deemed to be a foster home.

"Minor children" for the purposes of this act shall mean children under the age of 17 years.

HISTORY: Am. 1951, Act 97, Eff. Sept. 28; Am. 1961, Act 183, Eff. Sept. 8. Title Am. 1961, Act 183, Eff. Sept. 8; Am. 1965, Act 179, Eff. July 15.

722.102 Same, standards of child care; rules and regulations; enforcement. M.S.A. 25.358(2)

Sec. 2. (1) The department of social services, hereinafter referred to as the department, shall be responsible for the development of adequate standards of child care, and after consultation with the department of public health and the department of education shall make, prescribe and publish such rules governing child welfare agencies and foster homes, not inconsistent with the provisions of this act, as shall be deemed necessary or advisable to effect such standards, to protect the best interest of minor children, and to carry out the purpose of this act. Every agency or institution, other than a foster home, coming within the provisions of this act, whose building or buildings house minor children shall be inspected relative to their fire safety by the state fire marshal when requested

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by the department of social services. However, if a municipal fire department provides to the department of social services a statement that it has a municipal code or ordinance which provides for fire safety inspections and fire safety measures which are administered and enforced by a fire prevention and safety department, division or bureau maintained by the municipality and an annual certificate of inspection attesting to the fire safety of the agency or institution, then this shall be considered as complying with the fire safety inspection provision of this act. Any reasonable order of the department fixing minimum standards of care and supervision, personnel, food, sanitation and fire protection, may be enforced through injunction in the circuit court of the county where such a home or agency is located, through proper proceedings instituted by the attorney general on behalf of the department.

(2) Such rules as to child welfare agencies or foster homes providing educational programs shall include requirements as prescribed by the superintendent of public instruction with regard to the educational program, qualifications of teacher, conditions under which teachers are employed, and necessary equipment and special services.

(3) In order to improve standards of child care the department shall also cooperate with the governing bodies of child welfare agencies and assist the staffs thereof through advice on progressive methods and procedures and suggestions for the improvement of services.

HISTORY: Am. 1952, Act 185, Eff. Sept. 18; Am. 1961, Act 183, Eff. Sept. 8; Am. 1968, Act 290, Eff. July 1.

722.103 Same; licenses; application, form; issuance; provisional licenses. M.S.A. 25.358(3)

Sec. 3. No person, firm, corporation, association or organization may establish or maintain a child welfare agency or foster home unless licensed to do so by the department. Applications for such license shall be made on forms provided by the department and in the manner prescribed. Before issuing such license, the department shall investigate the activities and standards of care of the applicant and if satisfied as to the need for the agency or foster home, its financial stability, the good character and intent of the applicant, and that the equipment of the agency or foster home and its services are conducive to the welfare of children, a license shall be issued. A provisional license may be issued to any agency or foster home whose services are needed but which is temporarily unable to conform to all the rules and regulations of the department as provided in section 2 hereof. All licenses shall be in force for 1 year from the date of issuance unless revoked as authorized by section 5 of this act and shall be reissued annually on application, except that a provisional issuance may be in force for not more than 3 years. Each license shall specify in general terms the kind of child welfare work the licensee is authorized to undertake, the number of children that can be received or maintained and their ages and sex, and whether authorized to place and supervise children in family boarding or adoptive homes.

HISTORY: Am. 1961, Act 183, Eff. Sept. 8.

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722.104 Same; examination; inspection of buildings, records, reports, children not placed by court or agency; notice of termination of care; records confidential. M.S.A. 25.358(4)

Sec. 4. The department shall have authority at any time to investigate and examine into the conditions of any home or other place in which a licensee hereunder receives and maintains or places out children, and shall have authority at any time to examine and investigate the books and records of any licensee hereunder; and it shall be the duty of the licensee to admit the members of the department and to furnish all reasonable facilities for thorough examination of its books, records and reports. The department of health may visit any licensee to advise on matters affecting the health of children and to inspect the sanitation of the buildings used for their care. Each licensee shall keep records regarding each child in its control and care as the department may prescribe and shall report to the department, whenever called for, such facts as it may require with reference to the children upon blanks furnished by the department. Foster parents shall inform the department whenever they receive a child not related to them and not placed by the probate court or a licensed child-placing agency and give its name, sex, age, the names and addresses of the parents and the name and address of the person who placed the child in care. They shall also notify the department whenever they terminate care of the child and give the name and address of the person who received the child. All records regarding children and all facts learned about children and their parents or relatives shall be deemed confidential and disclosure of this information shall be properly safeguarded by the agency and the department.

HISTORY: Am. 1951, Act 97, Eff. Sept. 28; Am. 1961, Act 183, Eff. Sept. 8.

722.105 Same; revocation or denial of renewal of license; notice, hearing. M.S.A. 25.358(5)

Sec. 5. The department may revoke or refuse to renew any license of a child welfare agency or foster home in case the licensee shall have wilfully and substantially violated any provision of this act or the rules and regulations of the department as provided in Section 2 hereof. No license shall be revoked or renewal refused, and no application for a license denied, unless the licensee or applicant shall have been given notice in writing of the grounds of such proposed revocation, denial or refusal. If the revocation, denial or refusal is protested within 30 days of receipt of the notice by a writing addressed to the Michigan social welfare commission, the commission or someone designated by it shall conduct a hearing at which an opportunity is given to the licensee or applicant to present testimony and confront witnesses. Notice of the hearing shall be given to the licensee or applicant by personal service or by delivery to the proper address by certified mail, at least 2 weeks prior to the date thereof. The decision of the commission shall be made at the meeting following the month in which the hearing was held, or sooner, and forwarded to the protesting party by certified mail within 5 days. If notice of the proposed revocation, denial or refusal

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is not so protested, the license may thereupon be revoked or the application therefor or the renewal thereof refused.

HISTORY: Am. 1961, Act 183, Eff. Sept. 8.

722.106 Same; appeal; transcript, stay of action. M.S.A. 25.358(6)

Sec. 6. Any person aggrieved by the decision of the commission following a hearing under section 3 or section 5 of this act may, within 10 days after its receipt, take an appeal or certiorari to the circuit court of the county in which he resides by filing with the clerk of the court an affidavit, setting forth the substance of the proceedings had before the department and the errors of law or questions of fact upon which he relies, and serving any member of the department with a copy thereof.

The department shall, within 10 days of the service of the copy, file with the clerk of the court a transcript of the proceedings had before it. The circuit court shall thereupon be vested with jurisdiction to hear and determine the questions of law and fact involved, as in certiorari from justices of the peace. If the department prevails, the judgment of the circuit court shall be that the decision of the department be affirmed, and if the licensee or applicant prevails, the judgment of the court shall be that the revocation be set aside or the license issued or renewed, as the case may be. Pending the hearing of the certiorari the action of the department revoking or refusing renewal of a license shall be stayed.

HISTORY: Am. 1961, Act 183, Eff. Sept. 8.

722.107 Placement of children in family homes. M.S.A. 25.358(7)

Sec. 7. Placement of children in family homes. No person other than the parent or guardian of the person of a child or one related by blood or marriage, and no firm, corporation, association or organization, or agency thereof, other than a licensed child welfare agency or a governmental unit may place any child in the control and care of any person or place such child for adoption.

722.108 Misdemeanor; penalty. M.S.A. 25.358(8)

Sec. 8. Penalty. Any person, or agent, representative or officer of any firm, corporation, association, or organization, who violates any of the provisions of this act shall upon conviction, be deemed guilty of a misdemeanor; and shall be fined not less than $25.00 nor more than $100.00 or imprisoned in the county jail not less than 30 days nor more than 90 days, or both such fine and imprisonment in the discretion of the court. Whenever any agent, representative, or officer of any firm, corporation, association, or organization shall be convicted under authority of this act, such conviction shall be sufficient ground for the revocation of the license of any such firm, corporation, association, or organization, and the person so convicted shall not be granted a license or be permitted to be connected directly or indirectly with any licensee for a period of 10 years thereafter.

42a

Act No. 116
Public Acts of 1973
Approved by Governor
August 21, 1973

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STATE OF MICHIGAN

77TH LEGISLATURE

REGULAR SESSION OF 1973

Introduced by Reps. Stallworth, Bullard, Otterbacher, Morris W. Hood, Jr., Nelson, McNeely, Warner, Geake and Smit

ENROLLED HOUSE BILL No. 4321

AN ACT to provide for the protection of children through the licensing and regulation of child care organizations; to provide for the establishment of standards of care for child care organizations; to provide penalties; and to repeal certain acts and parts of acts.

The People of the State of Michigan enact:

Sec. 1. As used in this act:

(a) "Child care organization" means a governmental or nongovernmental organization having as its principal function the receiving of minor children under 18 years of age for care, maintenance, training, and supervision, notwithstanding that educational instruction may be given. Child care organization includes organizations commonly described as child caring institutions, child placing agencies, children's camps, child care centers, day care centers, nursery schools, parent cooperative preschools, foster homes, group homes, or day care homes.

(b) "Child caring institution" means a child care facility which is organized for the purpose of receiving children for care, maintenance, and supervision, usually on a 24-hour basis, in buildings maintained by the institution for that purpose, and operates throughout the year. An educational program may be provided, but the educational program shall not be the primary purpose of the facility. Child caring institution includes a maternity home for the care of unmarried mothers under 18 years of age and an agency group home, which is described as a small child caring institution owned, leased, or rented by a licensed agency providing care for more than 4 but less than 13 children. It also includes institutions for mentally retarded or emotionally disturbed children under 18 years of age. Child caring organization does not include a hospital licensed under Act No. 17 of the Public Acts of 1968, as amended, being sections 331.411 to 331.430 of the Michigan Compiled Laws, a boarding school licensed under section 599a of Act No. 269 of the Public Acts of 1955, being section 340.599a of the Michigan Compiled Laws, a convalescent home licensed under Act No. 139 of the Public Acts of 1956, as amended, being sections 331.651 to 331.660 of the Michigan Compiled Laws, or a hospital for the mentally ill licensed under Act No. 151 of the Public Acts of 1923, as amended, being sections 330.11 to 330.71 of the Michigan Compiled Laws.

(c) "Child placing agency" means an agency organized for the purpose of receiving children for their placement in private family homes for care or for adoption.

(d) "Children's camp" means a residential, day, troop, or travel camp conducted in a natural environment for more than 4 school-age children, apart from their parents, relatives, or legal guardians, for 5 or more days in a 14-day period. A children's camp provides care and supervision for the same group of children for usually not more than 12 weeks.

(e) "Child care center" or "day care center" means a facility, other than a private residence, receiving more than 6 preschool or school age children for group care for periods of less than 24 hours a day, and where the parents or guardians are not immediately available to the child. It includes a facility which provides care for not less than 2 consecutive weeks, regardless of the number of hours of care per day.

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The facility is generally described as a child care center, day care center, day nursery, nursery school, parent cooperative preschool, play group, or drop-in center. "Child care center" or "day care center" does not include a Sunday school conducted by a religious institution or a facility operated by a religious organization where children are cared for during short periods of time while persons responsible for such children are attending religious services.

(e) "Private home" means a private residence which may be a full-time foster family home, a full-time foster family group home, a group day care home, or a family day care home.

(i) "Foster family home" is a private home in which one but not more than 4 minor children, who are not related to an adult member of the household by blood, marriage, or adoption, are given care and supervision for 24 hours a day, for 4 or more days a week, for 2 or more consecutive weeks, unattended by a parent or legal guardian.

(ii) "Foster family group home" means a private home in which more than 4 but less than 7 children, who are not related to an adult member of the household by blood, marriage, or adoption, are provided care for 24 hours a day, for 4 or more days a week, for 2 or more consecutive weeks, unattended by a parent or legal guardian.

(iii) "Family day care home" means a private home in which one but less than 7 minor children are received for care and supervision for periods of less than 24 hours a day, unattended by a parent or legal guardian, except children related to an adult member of the family by blood, marriage, or adoption. It includes a home that gives care to an unrelated child for more than 4 weeks during a calendar year.

(iv) "Group day care home" means a private home in which more than 6 but not more than 12 children are given care and supervision for periods of less than 24 hours a day unattended by a parent or legal guardian, except children related to an adult member of the family by blood, marriage, or adoption. It includes a home that gives care to an unrelated child for more than 4 weeks during a calendar year.

(2) "Provisional license" means a license issued to a child care organization which is temporarily unable to conform to all of the rules promulgated under the authority of this act.

(3) "Regular license" means a license issued to a child care organization indicating it is in compliance with all rules promulgated under the authority of this act.

(4) "Guardian" means the guardian of the person.

(5) "Minor child" means a person under the age of 18 years.

(6) "Related" means any of the following relationships, by marriage, blood, or adoption: parent, grandparent, brother, sister, stepparent, stepsister, stepbrother, uncle, or aunt.

Sec. _. (1) The department of social services, hereinafter referred to as the "department", is responsible for the development of rules for the care and protection of children in organizations covered by this act and for the promulgation of these rules pursuant to Act No. 306 of the Public Acts of 1969, as amended, being sections 24.201 to 24.315 of the Michigan Compiled Laws.

(2). The department shall establish an ad hoc committee for each type of child care organization as defined in this act when it is formulating or amending rules under this act. The committee shall consist of not less than 12 members, and shall include representatives of the following groups and agencies:

(a) Department of public health.

(b) Department of state police, fire marshal division and state fire safety board.

(c) Department of education.

(d) Department of mental health.

(e) Representatives of organizations affected by this act.

(f) Parents of children affected by this act.

The representatives of organizations affected by this act and parents of children affected by this act shall constitute a majority of the committee membership. The committee shall serve during the period of the formulation of rules, shall have responsibility for making recommendations on the content of rules, and shall recommend to the department revisions in proposed rules at any time before their promulgation.

(3) The rules promulgated under this act shall be restricted to:

(a) The operation and conduct of child care organizations and the responsibility the organizations assume for child care.

(b) The character, suitability, training, and qualifications of applicants and other persons directly responsible for the care and welfare of children served.

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(c) The general financial ability and competence of applicants to provide necessary care for children and to maintain prescribed standards.

(d) The number of individuals or staff required to insure adequate supervision and care of the children received.

(e) The appropriateness, safety, cleanliness, and general adequacy of the premises, including maintenance of adequate fire prevention and health standards to provide for the physical comfort, care, and well being of the children received.

(f) Provisions for food, clothing, educational opportunities, programs, equipment, and individual supplies to assure the healthy physical, emotional, and mental development of children served.

(g) Provisions to safeguard the legal rights of children served.

(h) Maintenance of records pertaining to admission, progress, health, and discharge of children.

(i) Filing of reports with the department.

(j) Discipline of children.

(k) Transportation safety.

(4) Rules once established are subject to major review by the ad hoc committee established by this act no less than once every 5 years and should be reviewed biennially by the department.

Sec. 3. The rules promulgated by the department shall be used by the department of public health, the fire marshal division of the department of state police, and local authorities in the inspection of and reporting on child care organizations covered by this act. The inspection of the health and fire safety of child care organizations shall be completed by department staff or by the department of public health, the fire marshal division of the department of state police, or local authorities upon request of the department. Inspection reports completed by state agencies and local authorities shall be furnished to the department and shall become a part of its evaluation for licensing of organizations covered by this act. After careful consideration of the reports and consultation where necessary, the department shall assume responsibility for the final determination of the issuance, denial, revocation, or provisional nature of licenses issued to nongovernmental organizations. A report of findings shall be furnished to the licensee. A license shall be issued to a specific person or organization at a specific location, shall be nontransferable, and shall remain the property of the department.

Sec. 4. The department shall provide consultation to organizations covered by this act to assist them in meeting the requirements of the act and the rules promulgated hereunder. The department shall offer assistance, upon request, in developing methods for the improvement of service.

Sec. 5. (1) A person, partnership, firm, corporation, association, or nongovernmental organization may not establish or maintain a child care organization, unless licensed by the department. Application for a license shall be made on forms provided, and in the manner prescribed, by the department. Before issuing a license, the department shall investigate the activities and proposed standards of care of the applicant and shall make an on-site evaluation of the proposed organization. If satisfied as to the need for a child care organization, its financial stability, the good character and intent of the applicant, and that the services and facilities are conducive to the welfare of the children, the license shall be issued.

(2) The department may authorize a licensed child placing agency or a governmental unit to investigate a private home pursuant to subsection (1) and to certify that the private home meets the licensing standards prescribed in this act. A private home shall be certified for licensing by the department by only 1 child placing agency or governmental unit. Other child placing agencies may place children in a private home only upon the approval of the certifying agency or governmental unit.

Sec. 6. Local and state government child care organizations similar to those nongovernmental organizations required to be licensed pursuant to this act shall be evaluated and approved at least once every 2 years, using this act and rules promulgated thereunder for similar nongovernmental organizations licensed under this act. A report of the evaluation shall be furnished to the funding body for each child care organization. Unless child care organizations are approved, or provisionally approved, as meeting the appropriate administrative rules, state funds shall not be appropriated for their continued operation.

Sec. 7. A provisional license shall be issued to a new organization during the first 6 months of operation. At the end of the 6 months of operation, the department shall either issue a regular license or renew or refuse to renew the provisional license as provided in section 11. A provisional license may be

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issued to a child care organization which is temporarily unable to conform to the rules. A provisional license shall expire 6 months from the date of issuance and may be issued not more than 4 times. The issuance of a provisional license shall be contingent upon the submission to the department of an acceptable plan to overcome the deficiency present in the child care organization within the time limitations of the provisional licensing period.

Sec. 8. A regular license shall be in force for 2 years from the date of issuance unless revoked as authorized by section 11 or modified to a provisional status based on evidence of noncompliance with this act or the rules promulgated thereunder. The license shall be reinstated biennially on application and approval. A license shall specify in general terms the kind of child care program the licensee is authorized to undertake, and the number, ages, and sex of children that can be received and maintained. This section shall not be construed to limit the right of the department to periodically assess continued compliance with this act and rules promulgated under it. An on-site evaluation shall be made by the department not less than once each year.

Sec. 9. (1) The department may conduct in up to 3 counties a 2-year demonstration project of registration of family day care homes under this act. The department shall report its findings and recommendations to the legislature before March 1, 1976. "Registration" means the process whereby the department maintains a record of all family day care homes, promulgates rules under section 2 of this act, and requires the person operating a family day care home to certify that he has complied with the rules.

(2) The registration shall be in effect for 2 years from the date of issuance or until the expiration of the project period.

(3) All sections of this act shall apply to registrants as well as licensees, except sections 5, 7 and 8.

(4) The provisions of this section shall not be applicable to any county of 1,000,000 population or more.

Sec. 10. (1) The department may investigate and examine conditions of a child care organization in which a licensee receives, maintains, or places out children, and may investigate and examine the books and records of the licensee. The licensee shall admit members of the department and furnish all reasonable facilities for thorough examination of its books, records, and reports. The department of public health, the fire marshal division of the department of state police, or local authorities, in carrying out the provisions of this act, may visit a child care organization to advise in matters affecting the health or fire protection of children.

(2) A licensee shall keep such records as the department may prescribe regarding each child in its control and care, and shall report to the department, when requested, the facts as the department may require with reference to the children upon forms furnished by the department. Records regarding children and facts compiled about children and their parents and relatives shall be deemed confidential and disclosure of this information shall be properly safeguarded by the child care organization and the department.

Sec. 11. The department may revoke, refuse to renew, or modify to a provisional status a license of a child care organization when the licensee falsifies information on the application for license or wilfully and substantially violates this act, the rules promulgated under this act, or the terms of the license. A license shall not be revoked, a renewal thereof shall not be refused, an application for a license shall not be denied, or a regular license shall not be modified to a provisional status unless the licensee, or applicant is given notice in writing of the grounds of the proposed revocation, denial, modification, or refusal. If revocation, denial, modification, or refusal is appealed within 30 days of receipt of the notice by writing addressed to the director of the department, the director or his designated representative shall conduct a hearing at which the licensee, or applicant may present testimony and confront witnesses. Notice of the hearing shall be given to the licensee, or applicant by a personal service or delivery to the proper address by certified mail not less than 2 weeks before the date of the hearing. The decision of the director shall be made not more than 10 days following the hearing, and forwarded to the protesting party by certified mail not more than 10 days thereafter. If the proposed revocation, denial, modification, or refusal is not protested, the license may thereupon be revoked or the application therefor or the renewal thereof refused.

Sec. 12. A person aggrieved by the decision of the director following the hearing under section 11 of this act may, within 30 days after receipt of the decision, take an appeal to the circuit court of the county in which the person resides by filing with the clerk of the court an affidavit setting forth the substance of the proceedings before the department and the errors of law upon which the person relies, and serving the director of the department with a copy of the affidavit. The circuit court shall thereupon have jurisdiction

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to hear and determine the questions of law involved in the appeal. If the department prevails, the circuit court shall affirm the decision of the department; if the licensee or applicant prevails, the circuit court shall set aside the revocation, or order the issuance or renewal of the license, as the case may be.

Sec. 13. When there is a violation of this act or a rule promulgated thereunder, and the unlawful activity or condition of the child care organization is likely to result in serious harm to the children under care, the department may seek injunctive action against the child care organization in the circuit court through proceedings instituted by the attorney general on behalf of the department.

Sec. 14. Only a parent, guardian of the person of a child, a person related to a child by blood, marriage, or adoption, a licensed child placing agency, or a governmental unit may place a child in the control and care of a person. This section shall not be construed to prevent foster parents from placing foster children in temporary care pursuant to rules promulgated by the department.

Sec. 15. (1) A person, child care organization, agency, or representative or officer of a firm, corporation, association, or organization who violates this act is guilty of a misdemeanor, and shall be fined not less than $25.00 nor more than $100.00, or imprisoned for not less than 30 days nor more than 90 days, or both.

(2) When a person, child care organization, agency, or representative or officer of a firm, corporation, association, or organization is convicted under this act, the conviction shall be sufficient ground for the revocation of its license, and the person, child care organization, agency, or representative or officer of a firm, corporation, association, or organization so convicted shall not be granted a license, or be permitted to be connected, directly or indirectly, with a licensee for a period of not less than 10 years thereafter.

Sec. 16. The department shall provide continuous education of the public in regard to the requirements of this act through the ongoing use of mass media and other methods as are deemed appropriate.

Sec. 17. Nothing in the rules adopted pursuant to this act shall authorize or require medical examination, immunization, or treatment for any child whose parent objects thereto on religious grounds.

Sec. 18. Act No. 47 of the Public Acts of 1944, being sections 722.101 to 722.108 of the Compiled Laws of 1970, is repealed.

Thos. Thatcher
Clerk of the House of Representatives.

Beryl J. Kenyon
Secretary of the Senate.

Approved _____

_____
Governor.

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Nursery Schools and Day Care Centers

REQUIREMENTS FOR LICENSING AND RECOMMENDED STANDARDS

State of Michigan
Department of Social Services
300 S. Capitol Avenue
Lansing, Michigan 48926

Revised 8-73

This revision amends rule 10.

The amendment was filed with the Secretary of State on July 27, 1973, and became effective 15 days later.

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SECTION I

DEFINITIONS

The Statute which requires Day Care facilities for children to be licensed by the Department of Social Services is Act 47, P.A. 1944, First Extra Session.

Such facilities include nursery schools, day care centers, parent cooperative nurseries, play groups or other similar units operated by a person, partnership, agency, organized group, society or corporation giving care to a group of children away from their own homes during any part of the day.

The purpose of licensing is designed to assure the child's welfare when for any reason he is away from his parents. Standards have been established by the Department in keeping with this purpose.

Centers operated by local boards of education or by other governmental units are not required to have a license.

Two types of licenses are issued for two types of centers defined as follows by Administrative Rule: R 400.120.

A. *A nursery school is a day time group facility which has as its main objective a developmental program for pre-school children, and whose staff meets the educational qualifications as established by the Michigan Department of Education* (See Staff Qualifications, page 2). The term "School" may be used only when the staff meets these qualifications.)

B. *A day care center is a day time group facility which gives care for pre-school children away from their homes but which need not employ a teacher approved by the Department of Education. It provides a program which promotes the development of the individual child and is under the direction of a person with experience in child care.* (See Staff Qualifications, page 2.)

OTHER TERMS USED ARE AS FOLLOWS:

"Must" refers to mandatory requirements as defined by the statutes.
"Shall" refers to rules which are requirements for licensing. They are designated by number.
"Should" refers to standards for those wishing to meet additional goals beyond those required for licensing.
"Pre-school" applies to the child from 2½ years through 5.
"Staff" includes all workers, directors, teachers and service staff.
"Center" includes the Nursery School and Day Care Center.
"Department" refers to the Michigan Department of Social Services.

SECTION II

STATE ADMINISTRATIVE RULES FOR LICENSING

(By authority conferred on the department of social services by section 6 of Act No. 280 of the Public Acts of 1939, section 2 of Act No. 47 of the Public Acts of the First Extra Session of 1944, as amended, and section 553 of Act No. 380 of the Public Acts of 1965, being sections 400.6, 722.102 and 16.553 of the Compiled Laws of 1970.)

STAFF

Rule 1. There shall be an adequate staff of administrative, supervisory and maintenance personnel.

a. A minimum of two adults is required for any group of children to insure adult supervision at all times. When the group is small enough to be under the guidance of one person, the second person must be available in the center to assist upon call.

b. When the number of children in the nursery exceeds ten, full-time assistance for the director is to be provided, in the following ratio:

Minimum Ratio.

Age of Children	There shall be
2½ and 3 years	1 adult assistant to each 10 children or fraction thereof, beyond the first 10
4 years	1 adult assistant to 12 children beyond the first 12
5 years	1 adult assistant to 20 children beyond the first 20
2½ thru 5 years (mixed age group)	1 adult assistant to 10 children beyond the first 10

Rule 2. The head teacher or person in charge of programming of the nursery school shall meet the educational qualifications as determined by the Michigan Department of Public Instruction for nursery school assignment.*

Rule 3. The Director or person in charge of a day care center shall have a minimum of two years of study at the college level.

**The Michigan Department of Education requires a valid elementary teaching certificate.*

PROGRAM

Rule 4. Every Center shall have a balanced schedule of daily activities based upon developmental needs of children.

RECORDS

Rule 5. A record shall be kept of each child which shall include:

a. Child's full name, age, and date of entry and discharge.

b. Full names of both parents or relatives.

c. Address and telephone number of parents.

d. Places and hours of employment of parents or relative.

e. Instructions for reaching parents or relatives.

f. Name, address, and telephone number of another person who might be reached in case of an emergency.

g. Name, address, and telephone number of family physician.

h. Accurate record of daily attendance.

EQUIPMENT FOR CENTERS

Rule 6. The equipment shall be of the size and design that will fit the individual child's developmental needs.

Rule 7. There shall be a cot, sheet and blanket for every child who remains for afternoon rest.

Rule 8. There shall be an adequate and varied supply of suitable play equipment materials easily accessible to children.

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FIRE, HEALTH AND SANITATION

Rule 9. All housing shall conform with local and state building codes and shall be approved by the State fire marshal or local full time fire bureau.

Rule 10. a. Within 30 days of attendance the following documentation shall be obtained by a day care center or nursery school for each child enrolled and shall be maintained in the center or school files:

1. A signed report on the state of the child's health, based on an evaluation by a qualified physician made within the preceding 12 months. The report shall contain the statement that participation in a day care program will not be detrimental to the child's health. Restrictions on physical activity shall be reported by the physician.

2. Proof of immunization procedures and boosters completed or in progress against diphtheria, pertussis, tetanus, polio, measles and rubella, or otherwise as required by law.

3. The requirements of paragrapns 1 and 2 may be waived, if a child's parents or guardian sign a statement agreeing to take part in a health care program which shall include health observations, physical assessments, screening tests and immunization procedures, when such a health program is available and has been approved by the state department of public health.

4. A child whose parents or guardian object to physical examinations, immunization or medical treatment on the grounds of religious convictions may be admitted after the following statements are submitted:

(i) Statement by the parents or guardian that the child is and has been in normal and good health.

(ii) Statement by the parents or guardian assuming responsibility for the child's state of health while at a center or nursery school with the understanding that either be notified immediately when anything unforeseen in this regard occurs. This statement shall include a provision that when the center or school is unable or does not have time to locate the persons designated to be notified in case of emergency, the center or nursery school director may take such temporary measures as he deems appropriate.

b. A full-time or more than half-time employee or volunteer who comes in contact with children shall have an examination by a licensed physician, or his designee, conducted within 12 months before employment, and every 2 years thereafter. The person shall also have a test for communicable tuberculosis within 1 year before employment and annually thereafter.

c. A center or nursery school shall have approval of the state or local full-time health department with respect to this rule.

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TRANSPORTATION

Rule 11. If transportation is provided by the center, adequate precautions shall be taken for the safety of children. These include:

a. A seat in the car for each child.

b. The car in good operating condition with safety locks on the doors which may be opened only from the outside.

c. An adult in addition to the driver in any bus or automobile transporting children to and from the Center.

d. Transportation on buses conforming to the Michigan school bus requirements.

e. Validity of driver's license for transportation of children.

f. Proper insurance coverage.

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SECTION III

RECOMMENDED STANDARDS FOR CENTERS

Recommended standards are intended to be goals to encourage continuous improvement of services to children. Recommended standards are not licensing requirements, but are directed to all concerned with achieving standards of operation which are most desireable. They can be an aid to planning as well as a means for stimulating change.

STAFF

A. Recommended Ratio

2½ - 3 years	1 adult assistant to each 8 children beyond the first 8
4 years	1 adult assistant to 10 children beyond the first 10
5 years	1 adult assistant to 15 children beyond the first 15
2½ thru 5 years	1 adult assistant to 8 children beyond the first 8

If 35 or more children are enrolled, the director should be free from a regularly scheduled teaching assignment.

B. Qualifications of Staff

1. Staff members in any center should have personalities combining warmth, spontaneity and sensitivity which enable them to work effectively with children, parents and teachers. They should be sympathetic yet have the ability to be objective. They should be able to present materials creatively and provide experiences which offer rich opportunities for learning. They should have a sense of humor, be humbly teachable and be able to set up a comfortable atmosphere within which children grow.

   Members of the service staff should have a real liking for young children. They should be sufficiently flexible in performing their duties to adjust to the variations inherent in such programs.

   Each program staff person should have the skill and competency necessary to contribute to each child's physical, intellectual, personal and social development.

2. The operator of a day-care facility should have the skills necessary to manage a day-care facility, the ability to relate effectively to parents and community and the ability and willingness to provide a child care program which meets the recommended standards set forth in this pamphlet.

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3. Assistant teachers in a nursery school should have a minimum of two years of study at the college level and experience in work with groups of children under six years of age. An assistant teacher should be under the direction of a fully qualified head teacher.

PROGRAM

The program should include:

1. Morning inspection and continuing alertness to change in each child's appearance or behavior.

2. A provision for alternate periods of quiet and active play. A good teacher will help children maintain a reasonable balance between vigorous and quiet play.

3. Play activities which provide learning experience for the group and for each individual child.

4. Mid-morning or afternoon snack of juice or milk and crackers affording a period of relaxation and pleasant conversation besides giving needed nourishment.

5. Rest or a quiet period of listening to records or stories, usually follows snack. Children who are in a center for more than four hours need an afternoon rest of one or more hours depending on the individual child.

6. Adequate provisions for toilet routine. The teacher's own attitude toward this period goes far in determining the response of the children. Several well-placed low toilets and lavatories further a healthy, casual behavior on the part of the children which constitutes a sound basis for the later habits of older children and adults. The closeness of the toilet room to the play room is an important factor in helping children to become independent in toileting teachniques.

7. Provisions for outdoor play. The length of time outside is dependent upon the weather conditions, the ages of the children and the length of the program.

8. Well-balanced meals for children remaining through the lunch period. Food should be well prepared and attractively served. Guidance of the children in developing wholesome habits and healthy attitudes toward foods is more important than teaching table manners at this time. Meal time should be an unhurried, happy time, and offer a chance to experiment in eating new foods. Children who are given an opportunity to help in food preparation, setting the tables and serving themselves often develop assurance, responsibility, independence and a feeling of importance.

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RECORDS

Records maintained by the center should include the following:

1. Name, address, and telephone number of a person or persons authorized to take the child from the center.

2. Hospital of choice to be used in case of an emergency.

3. Medication provided by the parents or family physician which is to be administered at the center.

EQUIPMENT FOR CENTERS

1. Furniture
   a. Tables and chairs should be of various heights to insure the maximum comfort for children at various ages. Low open shelves should be provided for blocks, transportation toys, manipulative toys, books, and arts materials.

   b. Furniture should be durable, safe, and appropriate to the developmental needs of the children in care.

2. Facilities for Rest

   Cots should be light weight and have covers that are easily washable.

3. Play Equipment

   Basic play equipment should include:

   a. Climbing apparatus, wheel toys, large building blocks, swings, saw horses, boxes, carts and ladders to encourage vigorous play.

   b. Materials for dramatic play such as dolls, housekeeping units and dress-up clothes, transportation toys and blocks.

   c. Materials that can be manipulated and experimented with such as clay, dough, sand, paints, water, scissors and paper, work tools, blocks, puzzles, musical instruments and story books.

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FIRE, HEALTH AND SANITATION

No recommended standards

TRANSPORTATION

No recommended standards

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SECTION IV

PROCEDURES FOR LICENSING

A. BASIC RESPONSIBILITIES OF THE DEPARTMENT

The procedure through which the Department reaches a decision regarding a license and the factors to be considered are outlined in the statute which requires the Department to:

> *". . . investigate the activities and standards of care of the applicant and if satisfied as to the need for the agency . . . its financial stability, the good character and intent of the applicant, and that the equipment of the agency . . . and its services are conducive to the welfare of children, a license shall be issued."*

The decision regarding a license thus rests upon the responsible judgment of the Department. This final judgment is supported by facts showing that the essentials of an approved program as defined in this statute have been met. The Department assists the center or nursery school in meeting these requirements for a license.

The authority to issue a license rests with the Director of the Department. Recommendation is presented to the Director by a Consultant on the staff of the Department. If satisfied that the requirements are met the Director authorizes the issuance of a license. There is no fee for licensing or consultation services.

B. TYPES OF LICENSES

A regular or full license is granted to a center whose program, facilities and operations meet all required minimum standards.

A provisional license under the statute may be issued to a center *"whose services are needed but which is temporarily unable to conform to all rules and regulations."* A provisional issuance may not be in force for more than three years.

The license will specify whether the center is authorized to operate as a nursery school or a day-care center.

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C. DURATION OF LICENSE

All licenses expire one year from date of issuance unless revoked sooner. The license expires automatically if there is a change in location or ownership. In such cases, an application for an original license must again be filed as licenses are not transferable. To avoid delay the Department should be advised at once of any contemplated change so that it may determine if the proposed center may be approved.

D. ORIGINAL LICENSE

1. Application

An individual or group of persons or community agency planning to conduct a program for young children should file an application two months in advance of the planned opening date. The application should be signed by the individual responsible for the operation of the Center. Should the Center be operated by a Board the signatures of the Chairman of the Board and the individual responsible to the Board should be on the application. The application form is provided by and may be obtained from the Department of Social Services.

2. Material to be filed with original application

A new center with its initial application for license is expected to file the following:

a. A statement regarding the ownership, organization of center, together with other information showing who is responsible for policy-making, administration and operation.

b. A copy of the articles of incorporation if the center is incorporated.

c. A copy of the Constitution and By-laws, if any.

d. A list of board members and committees, if any.

e. List of staff. (A form is provided by the Department.)

f. A physical examination report of each staff member.

g. Samples of all forms used.

h. A floor plan of the building.

i. A daily program.

j. A typical week's menu.

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E. FIRE AND HEALTH INSPECTION

An inspection and approval by the local full-time fire department or State Fire Prevention Bureau and by the State or local full-time Health Department for the proposed housing of the center will be requested by the Department. With each renewal of application similar inspections will usually be requested annually by the Department.

F. NOTICE TO CENTER OF DEPARTMENT ACTION

After the application for a license is approved by the Director of the Department, the center will receive a license which, as provided by the statute, will set forth the conditions under which it may operate. These terms include operating name of the center, the maximum number and age range of the children and the date on which the license is issued.

An accompanying letter requests that the license be displayed in a conspicuous place. A letter accompanies a provisional license and states the basis for the provisional status.

G. MODIFICATION OF LICENSE

A license may be modified during the licensing year in accordance with changes of staff, program or facilities.

A center should report to the Department any contemplated changes in operation. The Department will then determine whether such changes may be approved and the license modified accordingly. Plans for remodeling or construction of new buildings should be presented for review before work is undertaken.

H. RENEWAL OF LICENSE

As long as the center continues to meet minimum requirements, the statute provides that a regular license must be reissued annually upon application by the original applicant.

An application for renewal of license must be submitted annually by the original applicant on a form sent by the Department six weeks prior to the

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expiration date. The center applying for the renewal of its license should send with its application the following:

1. A current list of board members and committees, if any.
2. Personnel form provided by the Department.
3. Physical examination report for each staff member.
4. A report of major changes in the program or facilities made during the year or contemplated for the coming year.
5. If a provisional license was issued a statement showing which basic requirements have been met and if not completed, a statement of plan for meeting them.

I. REVOCATION OF LICENSEE

If the Director finds that a provisional license should be issued, an application for license should be rejected or renewal refused or that a license should be revoked, a written notice of the decision and reasons for such action will be sent to the center at once.

J. RIGHT TO A HEARING

If the decision of the Director is to issue a provisional license, to deny an original license or to revoke or refuse to renew a license to any center and the center sends a protest within thirty days of receipt of written notice of the action taken, the Director or someone designated by him will conduct a hearing to allow the applicant or licensee to present testimony and witnesses. A transcript of the testimony will serve as a basis for the decision of the Director. The center will receive, by certified mail, a notice of the Director's decision.

Under the statute, if the center is still not satisfied with the decision of the Director, it may appeal within ten days to the Circuit Court in the district in whih the center is located.

K. PENALTY

The statute, Act 47, Section 8, provides that:

> *"Any person, or agent, representative or officer of any firm, corporation, association, or organization, who violates any of the provisions of this act shall upon conviction, be deemed guilty of a misdemeanor; and shall be fined not less than $25.00 nor more than $100.00 or imprisoned in the county jail not less than 30 days nor more than 90 days, or both such fine and imprisonment in the discretion of the court. Whenever any agent, representative, or officer of any firm, corporation, association, or organization shall be convicted under authority of this act, such conviction shall be sufficient ground for the revocation of the license of any such firm, corporation, association, or organization, and the person so convicted shall not be granted a license or be permitted to be connected directly or indirectly with any licensee for a period of 10 years thereafter."*

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3. DAY CARE CENTERS

Inspection Guide

Fire Marshal Division
Department of State Police

To provide for compliance with Act 290 of the Public Acts of 1968, this guide has been drafted for prevention of fire and to protect persons and property in day care centers in the State of Michigan. This inspection guide shall apply to all day care center occupancies licensed by the Department of Social Services and shall be in effect until such time as the State Fire Safety Board promulgates rules and regulations for this type occupancy as prescribed in Act 207 of the Public Acts of 1941 as amended.

Any person or his authorized agent, confronted with practical difficulties in carrying out the strictest letter of these standards, as directed by the office of the State Fire Marshal, may apply to the State Fire Marshal in writing for modification thereof. Only such modification as will not constitute a definite hazard to life or property will be considered. The decision of the State Fire Marshal, including the particulars of any such application, shall be entered upon the records of the Department of State Police, and a signed copy thereof sent to the applicant.

Act 207, Public Acts of 1941, as amended, empowers the State Fire Safety Board to vary the application of these standards or modify the ruling or interpretation of the State Fire Marshal when in its opinion the enforcement thereof would do manifest injustice and would be contrary to the spirit and purpose of the standard or the public interest.

Enforcement of these standards shall be by procedure established by Act 207 of the Public Act of 1941 as amended.

CONSTRUCTION

1. Hereafter, new buildings and conversions of existing buildings or parts of buildings for day care use if multi-story shall be of minimum one hour fire resistant construction. If one story, construction may be less than fire resistant, provided other features of this guide are complied with.

2. Hereafter, a complete set of plans and specifications for all new construction, additions, conversions and remodeling shall have the approval of the appropriate inspecting authority before construction is commenced.

3. Existing licensed occupancies may be certified for continued use provided other features of this guide for existing facilities are complied with.

INTERIOR FINISHES

4. The alphabetical classification of finish materials as used is for flame spread, fuel contribution and smoke development as determined by tunnel test in accordance with NFPA 255, ASTM-E-84, or UL-723 and grouped as follows:

Class	Flame Spread	Fuel Contributed	Smoke Developed
A	0-25	0-35	0-50
B	26-75	36-75	51-125
C	76-200	76-200	126-200

The same alphabetical classification is used for combustibility of prefabricated acoustical tile units only, under Federal Specifications SS-A-118b.

5. In new construction, additions and conversions, interior finish classification shall be that of the basic material used without regard to subsequently applied paint or other covering in an attempt to meet the classification. Such basic material shall be Class A or B in means of egress and basement use occupancies, and may be Class A, B or C in other areas.

6. In existing licensed occupancies, where interior finishes do not comply with those in Section 5 above, and where they are applied directly to a non-combustible backing, they must have their surfaces protected with an approved fire retardant coating so as to meet the requirements of Section 5.

7. Interior finish material more hazardous than Class C shall not be permitted.

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EXITS

8. All occupied rooms shall have access to at least two means of egress, properly separated so that the occupants will be located between the means of egress, or there shall be direct egress to the outside from the rooms.

9. If more than 12 children are maintained, exit doors shall swing in the direction of egress and shall be equipped with knob type or anti-panic hardware only, that cannot lock from the inside. If 12 or less children are maintained, the doors need not swing in the direction of egress but they shall be equipped with knob type or anti-panic hardware only, that cannot lock against use from the inside. No other type of securing hardware may be used as supplemental, or in conjunction with this permissible type hardware.

MEANS OF EGRESS

10. Means of egress shall be considered the entire way and method of leaving rooms where the day care center is operated, to free and safe ground remote from the building.

11. All means of egress shall be maintained in unobstructed, easily traveled condition at all times that the center is in operation. There shall be no exposure to inherent hazards of the building, such as heating plant, flammable storage, kitchen, or other similar conditions. Furniture, equipment and utility materials shall not be stored or maintained in such location or position that they may be liable to fall into, be pushed into, or be obstructive in any possible way to use of a required means of egress.

HEATING

12. In all new day care buildings, heating shall be by an approved heating plant separated from the occupied section by minimum one hour construction. Any doorway communicating between this room and the interior to the building shall be protected by a "B" label fire door in a labeled fire frame and equipped with a self-closing device. Any ducts piercing this enclosure shall be protected by approved heat-actuated fire dampers installed at the point the enclosure is pierced. No auxiliary heating unit such as portable combustion type or electric type shall be used. Heating units shall be properly installed in accordance with safe practices and shall be served by a proper, approved chimney or pre-fabricated stack.

In existing licensed occupancies, a properly installed heating plant located in a basement will not require additional protection, providing that the center is not operated on the same floor and there is a qualified fire separation in any opening

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exposing the use floor or its means of egress. Where the heating plant is located on the occupied floor, it shall be enclosed with an assembly of materials that will provide a minimum one hour resistance to fire.

13. Underwriters' Laboratories approved permanent, fixed type electrical heating such as recognized panel or baseboard fixed type may be approved in any location.

14. Where boilers are used, they shall be inspected and a certificate provided as required by the Boiler Division, Michigan Department of Labor.

OCCUPANCIES OF STORIES

15. Except under very favorable conditions, day care centers shall be conducted on the first or main floor of buildings only. Unless a building is of fire resistant construction, with stairways properly enclosed to provide protected exits to the outside, floors above the first shall not be used.

16. Basements shall be used only under very favorable conditions, and where the occupancy is separated from all other basement use by fire resistant walls and fire doors.

17. Basements where a sufficient portion of the basement floor is not below grade so as to permit required means of egress exits without use of stairs or steps, shall be considered a first floor insofar as the intention of this guide is concerned.

18. If a basement or part of a basement is used, at least one of the required exits shall be direct to the outside from the occupied room or space.

STAIRS AND STEPS

19. Any stairway or steps necessary in a means of egress shall be maintained in first class condition at all times. Risers shall be not over seven inches and tread shall be at least nine and one-half inches in the clear. Landings at least as wide as the swing of the door shall be located outside all exits doors where steps or stairs are necessary. All landings, steps, and stairs shall be provided with adequate, proper handrails designed and constructed for use by children. Materials used in construction of these facilities shall be sturdy and adequate. If wood is used, it shall be of at least nominal two inch stock.

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HOUSEKEEPING

20. The entire building, even though used only in part as a day care center shall be maintained in a condition of good housekeeping. The maintenance or harboring of conditions that are inherently hazardous will result in denial of certification to the licensing agency.

OTHER OCCUPANCY

21. Other occupancies and use of parts of a building used as day care centers are not objectionable, provided no life safety hazard is presented. Churches, schools, club buildings and some commercial uses of buildings used in part as a day care center are not objectionable if the sections used conform in all respects to this guide and they are operated and maintained in a proper manner. Parts of a building used for hazardous operations, or occupancy that is unpredictable such as taverns, garages, repair shops and industrial operations are not suitable for day care centers and will not be certified to the licensing agency.

FIRE ALARM

22. In any building used as a day care center, where more than one room is occupied by children, some satisfactory fire alarm system shall be established. This system may be either electrical or manual. A fire drill program shall be established to assure prompt evacuation of the building in case of emergency.

ELECTRICAL

23. The electrical service shall be maintained in a safe condition. Where conditions indicate a need for inspection, and on all new or remodeled projects, the electrical service shall be inspected by a qualified electrical inspection service and a copy of the inspection report shall be submitted to the appropriate inspecting authority.

These policy standards are intentionally brief and concise. They are to be used as a guide only and in no way prevent the inspector from using sound reasonable judgment in evaluation and reporting conditions that have a bearing on the approval of a Day Care Center. However, it is suggested that for practical administration and uniform application, all inspectors observe the basic features of these standards in their evaluation.

4. FEDERAL INTERAGENCY DAY CARE REQUIREMENTS

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The Federal Interagency Day Care Requirements have been approved by Wilbur J. Cohen, Secretary of Health, Education, and Welfare, and Bertrand M. Harding, Acting Director, Office of Economic Opportunity, with the concurrence of Willard Wirtz, Secretary of Labor.

The Requirements will be supplemented from time to time by Interagency Recommendations issued through the Federal Panel on Early Childhood. This interdepartmental panel consists of representatives of the Department of Agriculture; the Department of Housing and Urban Development; the Department of Labor, including the Women's Bureau and the Manpower Administration; the Office of Economic Opportunity; and the Department of Health, Education, and Welfare, including the Assistant Secretary for Health and Scientific Affairs, the Health Services and Mental Health Administration, the National Institutes of Health, the Office of Education, the Social and Rehabilitation Service, the Children's Bureau, and the Assistance Payments Administration.

The Panel is responsible for revising Standards from time to time and for issuing interpretations of the Standards whenever required. Questions on the Standards should initially be addressed to that Federal agency with which an organization normally conducts its business. Any organization not associated with a particular Federal agency listed above may address questions to the Federal Panel on Early Childhood, c/o the Children's Bureau, Social and Rehabilitation Service, Department of Health, Education, and Welfare, Washington, D.C. 20201.

Jule M. Sugarman

Jule M. Sugarman, Chairman
Federal Panel on Early Childhood

FEDERAL INTERAGENCY DAY CARE REQUIREMENTS

PURSUANT TO SEC. 522 (d)

OF THE ECONOMIC OPPORTUNITY ACT

as approved by

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

U. S. OFFICE OF ECONOMIC OPPORTUNITY

U. S. DEPARTMENT OF LABOR

September 23, 1968

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DISCRIMINATION PROHIBITED--Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be denied the benefit of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Therefore, the programs covered in this publication must be operated in compliance with this law.

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PREFACE

Day care is a service for the child, the family, and the community and is based on the demonstrated needs of children and their families. It depends for its efficacy on the commitment, the skill, and the spirit with which it is provided.

Day care services supplement parental care by providing for the care and protection of children who must be outside of their own homes for a substantial portion of a 24-hour day. These services may be provided when parents are employed, are in training programs, or, for other reasons, need these services for their children.

Day care services should be developed and carried out as part of a comprehensive community plan designed to promote and maintain a stable family environment for children. Day care can serve most effectively and appropriately as a supplement to care in the child's own family when other services support family care, such as homemaker service. Only then can the plan of care for a child be based on what is best for him and his particular family. Communities planning coordinated child care programs need to develop a wide range of services, including, but not limited to, day care services.

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DEFINITIONS

DAY CARE SERVICES -- comprehensive and coordinated sets of activities providing direct care and protection of infants, preschool and school-age children outside of their own homes during a portion of a 24-hour day.1/ Comprehensive services include, but are not limited to, educational, social, health, and nutritional services and parent participation. Such services require provision of supporting activities including administration, coordination, admissions, training, and evaluation.

ADMINISTERING AGENCY -- any agency which either directly or indirectly receives Federal funds for day care services subject to the Federal Interagency Day Care Standards and which has ultimate responsibility for the conduct of such a program. Administering agencies may receive Federal funds through a State agency or directly from the Federal Government. There may be more than one administering agency in a single community.

OPERATING AGENCY -- an agency directly providing day care services with funding from an administering agency. In some cases, the administering and operating agencies may be the same, e.g., public welfare departments or community action agencies which directly operate programs. Portions of the required services may be performed by the administering agency.

DAY CARE FACILITY -- the place where day care services are provided to children, e.g., family day care homes, group day care homes, and day care centers. Facilities do not necessarily provide the full range of day care services. Certain services may be provided by the administering or operating agency.

1/ The Office of Economic Opportunity uses 7 hours as the minimum time period for its preschool day care programs; however, most of the Standards in this document are also applicable to part-day Head Start programs.

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STANDARDS -- Standards consist of both Interagency Requirements and Recommendations. The Requirements only are presented in this document; the Recommendations will be issued separately.

Interagency Requirements -- a mandatory policy which is applicable to all programs and facilities funded in whole or in part through Federal appropriations.

Interagency Recommendations -- an optional policy based on what is known or generally held to be valid for child growth and development which is recommended by the Federal agencies and which administering agencies should strive to achieve.

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FEDERAL INTERAGENCY DAY CARE REQUIREMENTS

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INTRODUCTION

The legislative mandates of the Economic Opportunity Amendments of 1967 require that the Secretary of Health, Education, and Welfare and the Director of the Office of Economic Opportunity coordinate programs under their jurisdictions which provide day care so as to obtain, if possible, a common set of program Standards and regulations and to establish mechanisms for coordination at State and local levels. The Secretary of Labor has joined with the Director of the Office of Economic Opportunity and the Secretary of Health, Education, and Welfare in approving these Standards. Accordingly, this document sets forth Federal Interagency Requirements which day care programs must meet if they are receiving funds under any of the following programs:

Title IV of the Social Security Act

Part A--Aid to Families With Dependent Children

Part B--Child Welfare Services

Title I of the Economic Opportunity Act--Youth Programs

Title II of the Economic Opportunity Act--Urban and Rural Community Action Programs

Title III of the Economic Opportunity Act

Part B--Assistance for Migrant, and other Seasonally Employed, Farmworkers and Their Families (These Federal Interagency Requirements will not apply in full to migrant programs until July 1, 1969.)

Title V of the Economic Opportunity Act

Part B--Day Care Projects

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Manpower Development and Training Act

Title I of the Elementary and Secondary Education Act
(Programs funded under this title may be subject to these Requirements at the discretion of the State and local education agencies administering these funds.)

These Requirements will be supplemented by a series of Federal Interagency Recommendations which are not mandatory but represent highly desirable objectives. The Requirements and Recommendations taken together constitute the Federal Interagency Day Care Standards.

As a condition for Federal funding, agencies administering day care programs must assure that the Requirements are met in all facilities which the agencies establish, operate, or utilize with Federal support. If a facility does not provide all of the required services, the administering agency must assure that those that are lacking are otherwise provided.

Administering agencies must develop specific requirements and procedures within the framework of the Federal Interagency Requirements and Recommendations to maintain, extend, and improve their day care services. Additional standards developed locally may be higher than the Federal Requirements and must be at least equal to those required for licensing or approval as meeting the standards established for such licensing. Under no circumstances, may they be lower. It is the intent of the Federal Government to raise and never to lower the level of day care services in any State.

The Interagency Requirements will be utilized by Federal agencies in the evaluation of operating programs.

Application of Requirements

These Requirements cover all day care programs and facilities utilized by the administering agencies which receive Federal funds, whether these facilities are operated directly by the administering agencies or whether contracted to other agencies. Such programs and facilities must also be licensed or meet the standards of licensing applicable in the State. Day care may be provided:

In a day care facility operated by the administering agency.

In a day care facility operated by a public, voluntary, or proprietary organization which enters into a contract to accept children from the administering agency and to provide

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care for them under the latter's policies. (The operating organization may also serve children who are not supported by the administering agency.)

Through some other contractual or other arrangement, including the use of an intermediary organization designed to provide coordinated day care services, or the use of facilities provided by employers, labor unions, or joint employer-union organizations.

Through the purchase of care by an individual receiving aid to families with dependent children or child welfare services funds for the service.

Waiver of Requirements

Requirements can be waived when the administering agency can show that the requested waiver may advance innovation and experimentation and extend services without loss of quality in the facility. Waivers must be consistent with the provisions of law. Requests for waivers should be addressed to the regional office of the Federal agency which is providing the funds. Requirements of the licensing authority in a State cannot be waived by the Federal regional office.

Effective Date of Requirements

The Requirements apply to all day care programs initially funded and to those refunded after July 1, 1968. Administering agencies are expected to immediately initiate planning and action to achieve full compliance within a reasonable time. Except where noted, up to 1 year may be allowed for compliance provided there is evidence of progress and good intent to comply.

Enforcement of Requirements

The basic responsibility for enforcement of the Requirements lies with the administering agency. Acceptance of Federal funds is an agreement to abide by the Requirements. State agencies are expected to review programs and facilities at the local level for which they have responsibility and make sure that the Requirements are met. Noncompliance may be grounds for suspension or termination of Federal funds.

The Federal agencies acting in concert will also plan to review the operation of selected facilities.

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COMPREHENSIVE AND COORDINATED SERVICES

The material which follows is, for convenience, arranged according to certain categories of activities or service. Day care works well, however, only when there is a unity to the program. The educator must be concerned with health matters, the nurse with social service activities, and the parent coordinator with helping professionals. Program design must take into account these complex interrelationships.

I. DAY CARE FACILITIES

A. Types of Facilities

It is expected that a community program of day care services will require more than one type of day care facility if the particular needs of each child and his parents are to be taken into consideration. Listed below are the three major types of day care facilities to which the Federal Requirements apply. They are defined in terms of the nature of care offered. While it is preferable that the three types of facilities be available, this is not a Requirement.

1. The family day care home serves only as many children as it can integrate into its own physical setting and pattern of living. It is especially suitable for infants, toddlers, and sibling groups and for neighborhood-based day care programs, including those for children needing after-school care. A family day care home may serve no more than six children (3 through 14) in total (no more than five when the age range is infancy through 6), including the family day care mother's own children.

2. The group day care home offers family-like care, usually to school-age children, in an extended or modified family residence. It utilizes one or several employees and provides care for up to 12 children. It is suitable for children who need before- and after-school care, who do

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not require a great deal of mothering or individual care, and who can profit from considerable association with their peers.

3. The day care center serves groups of 12 or more children. It utilizes subgroupings on the basis of age and special need but provides opportunity for the experience and learning that accompanies a mixing of ages. Day care centers should not accept children under 3 years of age unless the care available approximates the mothering in the family home. Centers do not usually attempt to simulate family living. Centers may be established in a variety of places: private dwellings, settlement houses, schools, churches, social centers, public housing units, specially constructed facilities, etc.

B. Grouping of Children

Interagency Requirements

The administering agency, after determining the kind of facility to be used, must ensure that the following limits on size of groups and child-to-adult ratios are observed. All new facilities must meet the requirements prior to Federal funding. Existing programs may be granted up to 3 years to meet this requirement, if evidence of progress and good intent is shown.

1. Family day care home 1/

a. Infancy through 6 years. No more than two children under 2 and no more than

1/ In the use of a family day care home, there must always be provision for another adult on whom the family day care mother can call in case of an emergency or illness.

There are circumstances where it would be necessary to have on a regular basis two adults in a family day care home; for example, if one or more of the children were retarded, emotionally disturbed, or handicapped and needed more than usual care.

The use of volunteers is very appropriate in family day care. Volunteers may include older children who are often very successful in working with younger children when under adequate supervision.

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five in total, including the family day care mother's own children under 14 years old.

b. Three through 14 years. No more than six children, including the family day care mother's children under 14 years old.

2. Group day care home 2/

a. Three through 14 years. Groups may range up to 12 children but the child-staff ratio never exceeds 6 to 1. No child under 3 should be in this type of care. When pre-school children are cared for, the child-staff ratio should not exceed 5 to 1.

3. Day care center 3/

a. Three to 4 years. No more than 15 in a group with an adult and sufficient assistants, supplemented by volunteers, so that the total ratio of children to adults is normally not greater than 5 to 1.

2/ Volunteers and aides may be used to assist the adult responsible for the group. Teenagers are often highly successful in working with younger children, but caution should be exercised in giving them supervisory responsibility over their peers.

As in family day care, provision must be made for other adults to be called in case of an emergency or illness.

3/ The adult is directly responsible for supervising the daily program for the children in her group and the work of the assistants and volunteers assigned to her. She also works directly with the children and their parents, giving as much individual attention as possible.

Volunteers may be used to supplement the paid staff responsible for the group. They may include older children who are often highly successful in working with younger children. Caution should be exercised in assigning teenagers supervisory responsibility over their peers.

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b. Four to 6 years. No more than 20 in a group with an adult and sufficient assistants, supplemented by volunteers, so that the total ratio of children to adults is normally not greater than 7 to 1.

c. Six through 14 years. No more than 25 in a group with an adult and sufficient assistants, supplemented by volunteers, so that the total ratio of children to adults is normally not greater than 10 to 1.

Federal Interagency Requirements have not been set for center care of children under 3 years of age. If programs offer center care for children younger than 3, State licensing regulations and requirements must be met. Center care for children under 3 cannot be offered if the State authority has not established acceptable standards for such care.

C. Licensing or Approval of Facilities as Meeting the Standards for Such Licensing

Interagency Requirements

Day care facilities (i.e., family day care homes, group day care homes, and day care centers) must be licensed or approved as meeting the standards for such licensing. If the State licensing law does not fully cover the licensing of these facilities, acceptable standards must be developed by the licensing authority or the State welfare department and each facility must meet these standards if they are to receive Federal funds.

II. ENVIRONMENTAL STANDARDS

A. Location of Day Care Facilities

Interagency Requirements

1. Members of low-income or other groups in the population and geographic areas who (a) are eligible under the regulations of the funding agency and (b) have the greatest relative need must be given priority in the provision of day care services.

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2. In establishing or utilizing a day care facility, all the following factors must be taken into consideration: 4/

   a. Travel time for both the children and their parents.

   b. Convenience to the home or work site of parents to enable them to participate in the program.

   c. Provision of equal opportunities for people of all racial, cultural, and economic groups to make use of the facility.

   d. Accessibility of other resources which enhance the day care program.

   e. Opportunities for involvement of the parents and the neighborhood.

3. Title VI of the Civil Rights Act of 1964 requires that services in programs receiving Federal funds are used and available without discrimination on the basis of race, color, or national origin.

B. Safety and Sanitation

Interagency Requirements

1. The facility and grounds used by the children must meet the requirements of the appropriate safety and sanitation authorities.

2. Where safety and sanitation codes applicable to family day care homes, group day care homes, or day care centers do not exist or are not being implemented, the operating agency or the administering agency must work with the appropriate safety and sanitation authorities to secure technical advice which will enable them to provide adequate safeguards.

4/ No universal requirements can be established to govern every local situation. There must, however, be consideration of each of these factors in light of the overall objectives of the day care program and the legal requirements which exist, such as title VI of the Civil Rights Act of 1964 and title IV, part B, of the Social Security Act.

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C. Suitability of Facilities

Interagency Requirements

1. Each facility must provide space and equipment for free play, rest, privacy, and a range of indoor and outdoor program activities suited to the children's ages and the size of the group. There must be provisions for meeting the particular needs of those handicapped children enrolled in the program. Minimum requirements include:

   a. Adequate indoor and outdoor space for children, appropriate to their ages, with separate rooms or areas for cooking, toilets, and other purposes.

   b. Floors and walls which can be fully cleaned and maintained and which are nonhazardous to the children's clothes and health.

   c. Ventilation and temperature adequate for each child's safety and comfort.

   d. Safe and comfortable arrangements for naps for young children.

   e. Space for isolation of the child who becomes ill, to provide him with quiet and rest and reduce the risk of infection or contagion to others.

III. EDUCATIONAL SERVICES

Interagency Requirements

1. Educational opportunities must be provided every child. Such opportunities should be appropriate to the child's age regardless of the type of facility in which he is enrolled, i.e., family day care home, group day care home, or day care center.

2. Educational activities must be under the supervision and direction of a staff member trained or experienced in child growth and development. Such supervision may be provided from a central point for day care homes.

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3. The persons providing direct care for children in the facility must have had training or demonstrated ability in working with children.

4. Each facility must have toys, games, equipment and material, books, etc., for educational development and creative expression appropriate to the particular type of facility and age level of the children.

5. The daily activities for each child in the facility must be designed to influence a positive concept of self and motivation and to enhance his social, cognitive, and communication skills. 5/

IV. SOCIAL SERVICES

Interagency Requirements

1. Provision must be made for social services which are under the supervision of a staff member trained or experienced in the field. Services may be provided in the facility or by the administering or operating agency.

2. Nonprofessionals must be used in productive roles to provide social services.

3. Counseling and guidance must be available to the family to help it determine the appropriateness of day care, the best facility for a particular child, and the possibility

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5/ For school-age children, it is desirable that the policies at the day care facility be flexible enough to allow the children to go and come from the day care facility in accordance with their ability to become independent and to accept appropriate responsibility. School-age children also must have opportunities to take part in activities away from the day care facility and to choose their own friends.

The day care staff must keep in mind that for school-age children the school is providing the formal educational component. The day care staff are more nearly "parent supplements." They have responsibility, however, to supervise homework and broaden the children's educational, cultural, and recreational horizons.

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of alternative plans for care. The staff must also develop effective programs of referral to additional resources which meet family needs.

4. Continuing assessment must be made with the parents of the child's adjustment in the day care program and of the family situation.

5. There must be procedures for coordination and cooperation with other organizations offering those resources which may be required by the child and his family.

6. Where permitted by Federal agencies providing funds, provision should be made for an objective system to determine the ability of families to pay for part or all of the cost of day care and for payment.

V. HEALTH AND NUTRITION SERVICES

Interagency Requirements

1. The operating or administering agency must assure that the health of the children and the safety of the environment are supervised by a qualified physician. 6/

2. Each child must receive dental, medical, and other health evaluations appropriate to his age upon entering day care and subsequently at intervals appropriate to his age and state of health. 7/

3. Arrangements must be made for medical and dental care and other health related treatment for each child using existing

6/ While nurses or others with appropriate training and experience may plan and supervise the health aspects of a day care program, the total plan should be reviewed by a pediatrician or a physician especially interested in child health. Ideally, such a physician should participate in planning the total day care program and should be continuously involved as the program is carried out. Consultation on technical safety and environmental matters may be provided by other specialists. Individual health evaluations and medical and dental care should be carried out only by highly qualified physicians and dentists.

7/ If the child entering day care has not recently had a comprehensive health evaluation by a physician, this should be provided promptly after he enters a day care program.

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community resources. In the absence of other financial resources, the operating or administering agency must provide, whenever authorized by law, such treatment with its own funds. 8/

4. The facility must provide a daily evaluation of each child for indications of illness.

5. The administering or operating agency must ensure that each child has available to him all immunizations appropriate to his age.

6. Advance arrangements must be made for the care of a child who is injured or becomes ill, including isolation if necessary, notification of his parents, and provisions for emergency medical care or first aid.

7. The facility must provide adequate and nutritious meals and snacks prepared in a safe and sanitary manner. Consulation should be available from a qualified nutritionist or food service specialist.

8. All staff members of the facility must be aware of the hazards of infection and accidents and how they can minimize such hazards.

8/ Because day care is designed to supplement parental care and strengthen families, the agency should help parents to plan and carry out a program for medical and dental care for the children. Agencies should not make the arrangements unless the parents are unable to do so. The agency should help to find funds and services and help parents to make use of these resources. Such help may include making appointments; obtaining transportation; giving reminders and checking to be sure appointments are kept, prescriptions filled, medication and treatments administered. Educational programs and social services should be available to help families carry out health plans.

The day care agency, however, in those instances where the Federal funds are legally available to be expended for health services, has the ultimate responsibility of ensuring that no child is denied health services because his parents are unable to carry out an adequate health plan. Funds for aid to families with dependent children are not legally available for health care, but States are encouraged to use Medicaid funds whenever possible.

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9. Staff of the facility and volunteers must have periodic assessments of their physical and mental competence to care for children. 9/

10. The operating or administering agency must ensure that adequate health records are maintained on every child and every staff member who has contact with children.

VI. TRAINING OF STAFF

Interagency Requirements

1. The operating or administering agency must provide or arrange for the provision of orientation, continuous inservice training, and supervision for all staff involved in a day care program -- professionals, nonprofessionals, and volunteers -- in general program goals as well as specific program areas; i.e., nutrition, health, child growth and development, including the meaning of supplementary care to the child, educational guidance and remedial techniques, and the relation of the community to the child. 10/

2. Staff must be assigned responsibility for organizing and coordinating the training program. 11/

9/ Tuberculin tests or chest X-rays should ensure that all persons having contact with the children are free of tuberculosis. Physical and mental competence are better assured by regular visiting and supervision by competent supervisors than by routine medical tests or examinations.

10/ Special techniques for training of day care mothers in family day care homes may need to be developed. One example of such technique is the use of a "roving trainer" who would have responsibility for working on a continuous basis with several day care mothers in their own homes. Volunteers could also be used as substitutes in family day care homes to allow day care mothers to participate in group training sessions at other locations.

11/ Persons from colleges and universities, public schools, voluntary organizations, professional groups, government agencies, and similar organizations can offer valuable contributions to the total training program.

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3. Nonprofessional staff must be given career progression opportunities which include job upgrading and work related training and education.

VII. PARENT INVOLVEMENT

Interagency Requirements

1. Opportunities must be provided parents at times convenient to them to work with the program and, whenever possible, observe their children in the day care facility.

2. Parents must have the opportunity to become involved themselves in the making of decisions concerning the nature and operation of the day care facility.

3. Whenever an agency (i.e., an operating or an administering agency) provides day care for 40 or more children, there must be a policy advisory committee or its equivalent at that administrative level where most decisions are made. 12/ The committee membership should include not less than 50 percent parents or parent representatives, selected by the parents themselves in a democratic fashion. Other members should include representatives of professional organizations or individuals who have particular knowledge or skills in children's and family programs.

4. Policy advisory committees 13/ must perform productive functions, including, but not limited, to:

   a. Assisting in the development of the programs and approving applications for funding.

12/ That level where decisions are made on the kinds of programs to be operated, the hiring of staff, the budgeting of funds, and the submission of applications to funding agencies.

13/ Policy advisory committees, the structure providing a formal means for involving parents in decisions about the program, will vary depending upon the administering agencies and facilities involved.

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b. Participating in the nomination and selection of the program director at the operating and/or administering level.

c. Advising on the recruitment and selection of staff and volunteers.

d. Initiating suggestions and ideas for program improvements.

e. Serving as a channel for hearing complaints on the program.

f. Assisting in organizing activities for parents.

g. Assuming a degree of responsibility for communicating with parents and encouraging their participation in the program.

VIII. ADMINISTRATION AND COORDINATION

A. Administration 14/

Interagency Requirements

1. The personnel policies of the operating agency must be governed by written policies which provide for job descriptions, qualification requirements, objective review of grievances and complaints, a sound compensation plan, and statements of employee benefits and responsibilities.

2. The methods of recruiting and selecting personnel must ensure equal opportunity for all interested persons to file an application and have it considered within reasonable criteria. By no later than July 1, 1969, the methods for recruitment and selection must provide for the effective use of nonprofessional positions and for priority in employment to welfare recipients and other low-income people filling those positions.

14/ Where the administering agency contracts for services with private individuals or proprietary organizations, it must include contractual requirements designed to achieve the objectives of this section.

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3. The staffing pattern of the facility, reinforced by the staffing pattern of the operating and administering agency must be in reasonable accord with the staffing patterns outlined in the Head Start Manual of Policies and Instructions 15/ and/or recommended standards developed by national standard-setting organizations.

4. In providing day care through purchase of care arrangements or through use of intermediary organizations, the administering agency should allow waivers by the operating agency only with respect to such administrative matters and procedures as are related to their other functions as profit-making or private nonprofit organizations; provided, that in order for substantial Federal funds to be used, such organizations must include provisions for parent participation and opportunities for employment of low-income persons. Similarly, there must be arrangements to provide the total range of required services. All waivers must be consistent with law.

5. The operating or administering agency must provide for the development and publication of policies and procedures governing:

   a. Required program services (i.e., health, education, social services, nutrition, parent participation, etc.) and their integration within the total program.

   b. Intake, including eligibility for care and services, and assurance that the program reaches those who need it.

   c. Financing, including fees, expenditures, budgeting, and procedures needed to coordinate or combine funding within and/or between day care programs.

   d. Relations with the community, including a system of providing education about the program.

15/ HEAD START CHILD DEVELOPMENT PROGRAM: A Manual of Policies and Instructions. Office of Economic Opportunity, Community Action Program, Washington D.C. 20506. September 1967.

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e. Continuous evaluation, improvement, and development of the program for quality of service and for the expansion of its usefulness.

f. Recording and reporting of information required by State and Federal agencies.

6. The administering and operating agencies and all facilities used by them must comply with title VI of the Civil Rights Act of 1964, which requires that services in programs receiving Federal funds are used and available without discrimination on the basis of race, color, or national origin.

B. COORDINATION

Interagency Requirements

1. Administering agencies must coordinate their program planning to avoid duplication in service and to promote continuity in the care and service for each child.

2. State administering agencies have a responsibility to develop procedures which will facilitate coordination with other State agencies and with local agencies using Federal funds.

3. Agencies which operate more than one type of program, e.g., a group day care home as well as day care center program, are encouraged to share appropriate personnel and resources to gain maximum productivity and efficiency of operation.

IX. EVALUATION

Interagency Requirements

1. Day care facilities must be periodically evaluated in terms of the Federal Interagency Day Care Standards.

2. Local operators must evaluate their own program activities according to outlines, forms, etc., provided by the operating and administering agencies. This self-evaluation must be periodically planned and scheduled so that results of evaluation can be incorporated into the preparation of the succeeding year's plan.

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